

# ANNUAL REPORT

2022–2023

RIVERSIDE  
SCHOOL BOARD



## 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.

Riverside School Board recognizes its role as an educational organization, with the power and responsibility to impact citizenship through education.

We recognize diversity as a fact. We must value and honour all faces, voices, realities, and experiences, and ensure that ours is an organization where children, youth and adults are acknowledged, respected, welcomed, and empowered. We commit to the ongoing work required to keep equity and inclusion at the forefront of our reflection and decision-making, in dedication to social emotional well-being, educational excellence and success for all.

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Scientists at William Latter School



Carnival Day at REACH School

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# Report from the Chair *and the Director General*

Looking back at the 2022-2023 school year, we want to highlight the immense work done during this year of recovery from the pandemic years. Indeed, the education system has proven to be quite resilient and innovative during those years, and a new normal was welcomed in our schools and centres, all for the continued success of our students.

We cannot recognize enough, the devotion, adaptability and creativity displayed by our students, staff, and community over the last few years. New levels of expertise and strategies were acquired, and many were retained to best serve our community. We all apply professional judgment and collaborative approach on assessing the best methods to keep and those to leave behind.

We wish to recognize everyone's commitment in creating safe and caring environments for our students while treading cautiously at identifying those around us needing more time to readjust being physically present.

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 in always placing our students first.

We counted again this year on a specific group of employees from our school board who opened and closed schools and daycare services while others ensured sanitary measures to provide safe and healthy spaces. Educational Services, Complementary Services and Adult Education and Vocational Training sectors continued supporting teachers and students throughout the year. Services were offered all year by professionals who made a difference, 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 for the help with the shortage of workers in the province. These Centres were actively training more attendants and daycare educators via Skills Certificate Training (SCT) in the Health and Education sectors.

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 all our students.

Although 2022-2023 had its challenges with transportation, it is still important to celebrate success. We announced to our community the approved addition for the expansion of Mountainview Elementary School, financing for the addition of a gymnasium at REACH Green School in St. Lambert, and the purchase of additional space for the DVS Auto Mechanic, STC Electric Vehicle and the newly acquire DVS Heavy Vehicle Mechanic.

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 all our students. The monitoring of air quality in our schools and centres also contributes at providing healthier environments for all. Climate change forces us to adapt to radical and unpredictable changes in weather, and decisions must be taken in order to benefit all our students.

The new Kindergarten for 4-Year-Olds program was offered to our community in the following schools: St. Lawrence Elementary and Harold Napper Elementary. These schools were added to the list of schools already offering the program in 2021-2022.

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. Many consultation opportunities took place to ensure the creation of the new Commitment-to-Success Plan 2023-2027 and its alignment with the Strategic Plan from the Ministry.



In 2022-2023, 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 in mind students' and staff's best interests, coordinates its decisions with 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, to ensure the health and safety of students and staff while respecting their rights and compliance of policies. The contribution of the Commissioners on the creation of the new Commitment-to-Success Plan and on its adoption. The Parents Committee mobilized itself and represented its schools at all decisional levels while being consulted on student success. We recognize The Québec English School Board Association (QESBA) for its leadership at the provincial level and LEARN Québec which provides tutoring and summer school for our students.



A blue ink signature of Dan Lamoureux, written in a cursive style.

**DAN LAMOUREUX**

Chairman  
Riverside School Board

We are grateful to the parents of our students for their involvement in our schools and their participation in various committees such as Governing Board, Parents' Participation Organizations, Parents Committee, and the Advisory Committee on Services to Students with Special Needs. We acknowledge the importance of working as allies to help educate, socialize, and teach students in our schools, providing them with the best learning conditions to grow. A special recognition also goes to our students who commit to their studies, attend class with an open mind, are curious and have a desire to learn.

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

A blue ink signature of Lucie Roy, written in a cursive style.

**LUCIE ROY**  
Director General  
Riverside School Board



# Annual Report on the Commitment-to-Success Plan 2022-2023

## 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 2021-2022 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 2015 cohort was obtained in June 2022.

### Provincial Results (réseau public)

	2008 Cohort		2009 Cohort		2010 Cohort		2011 Cohort		2012 Cohort		2013 Cohort*		2014 Cohort		June 2022 2015 Cohort		Target 2023
	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Gap
Boys	69.6%	11%	71.9%	9.5%	72.8%	10.2%	74%	9.5%	73.4%	10.2%	73.9%	9.8%	74%	10.2%	77.1%	9.3%	5.6%
Girls	80%		81.4%		83%		83.5%		83.6%		83.7%		84.2%		86.4%		

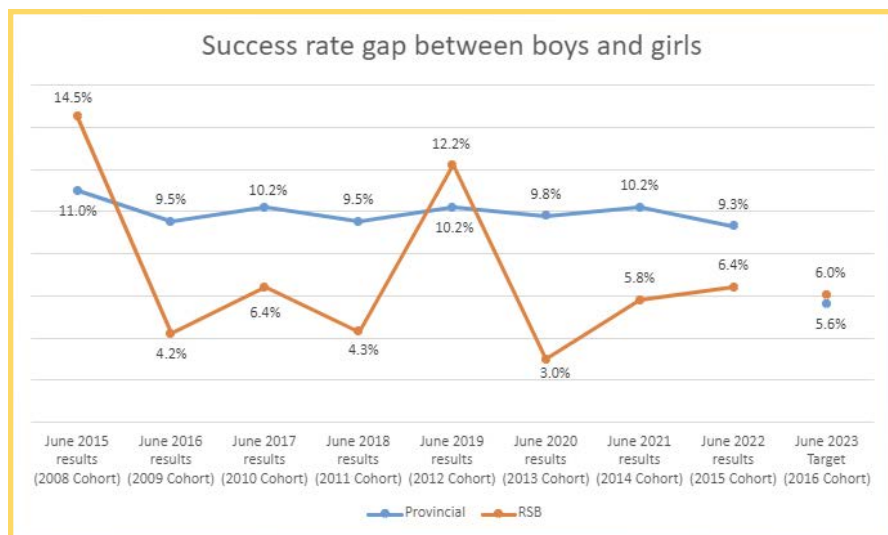
Source: Charlemagne report: 884000\_PEVRIndicateurs\_1\_2\_3\_8

### Riverside School Board

	2008 Cohort		2009 Cohort		2010 Cohort		2011 Cohort		2012 Cohort		June 2020 2013 Cohort		June 2021 2014 Cohort		June 2022 2015 Cohort		Target 2023
	Success	Gap	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%	87.6%	6.4%	6%
Girls	89.6%		88.6%		91.7%		87.1%		92.1%		91.3%		91.5%		94%		

Source: Charlemagne report: 884000\_PEVRIndicateurs\_1\_2\_3\_8

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 both boys and girls in the 2015 cohort was slightly higher than those in the 2014 cohort (1.9% and 2.5% respectively). This has contributed to a slight increase (0.6%) in the gap between boys and girls for the 2015 cohort. That said, the gap for the 2015 cohort is now slightly above 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 (Individualized Education Plan)

### 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		2015 Cohort		Target 2023
	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Gap
	48.3%	34.1%	51.8%	32%	53.7%	31.9%	56.2%	30.2%	56.1%	30.1%	56.2%	30.4%	57.5%	29.3%	62.2%	26.6%	24.1%
Regular Students	82.4%		83.8%		85.6%		86.4%		86.2%		86.6%		86.8%		88.8%		

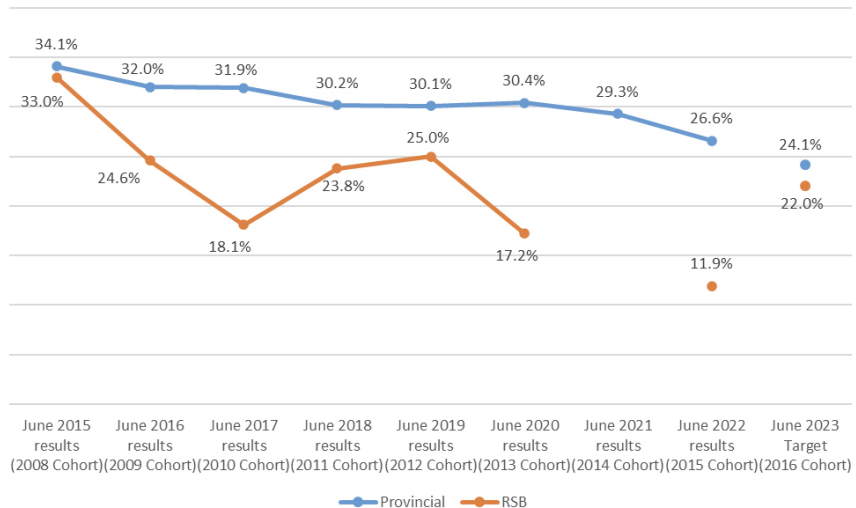
\*Source: Charlemagne report: 884000\_PEVRIndicateurs\_1\_2\_3\_8

### Riverside School Board

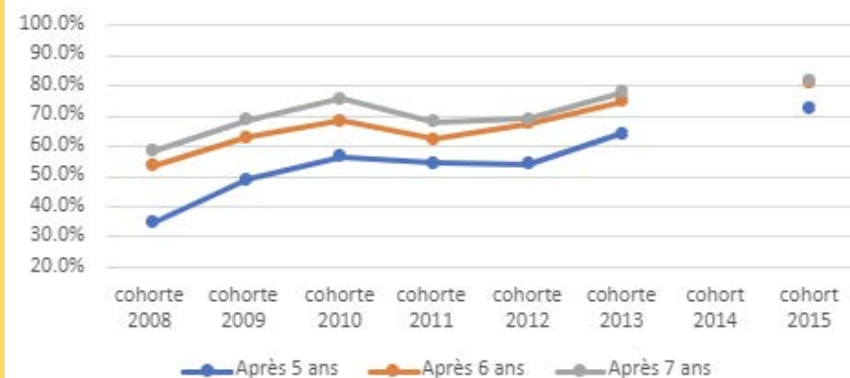
Students with handicaps, social maladjustments or learning difficulties with an IEP	2008 Cohort		2009 Cohort		2010 Cohort		2011 Cohort		2012 Cohort		2013 Cohort*		2014 Cohort		2015 Cohort		Target 2023
	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Gap
	58.3%	33%	68.6%	24.6%	75.7%	18.1%	68.1%	23.8%	69%	25%	77.8%	17.2%	N/A	N/A	81.5%	11.9%	22%
Regular Students	91.3%		93.2%		93.8%		91.9%		94%		95%		N/A		93.4%		

\*Source: Charlemagne report: 884000\_PEVRIndicateurs\_1\_2\_3\_8

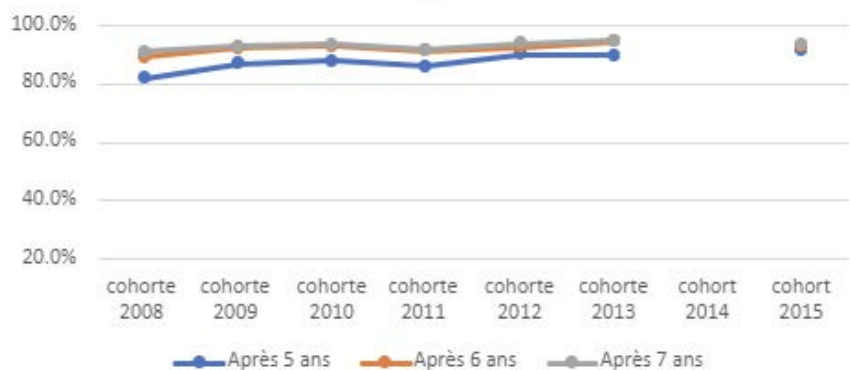
### Success rate gap between students with or without a difficulty code and an IEP



### Graduation rate of students with difficulty code (EHDA) by cohort



### Graduation rate of students without difficulty code by cohort



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	2022-2023	Target 2023
Proportion of Students	12.5%	12.3%	11.2%**	10.4%	9.6%	N/A	N/A	11.1%

\*Source: Charlemagne Report titled "884000\_Taux\_diplomation\_qualification\_ed2021\_DIS" (second tab); accessed November 2021

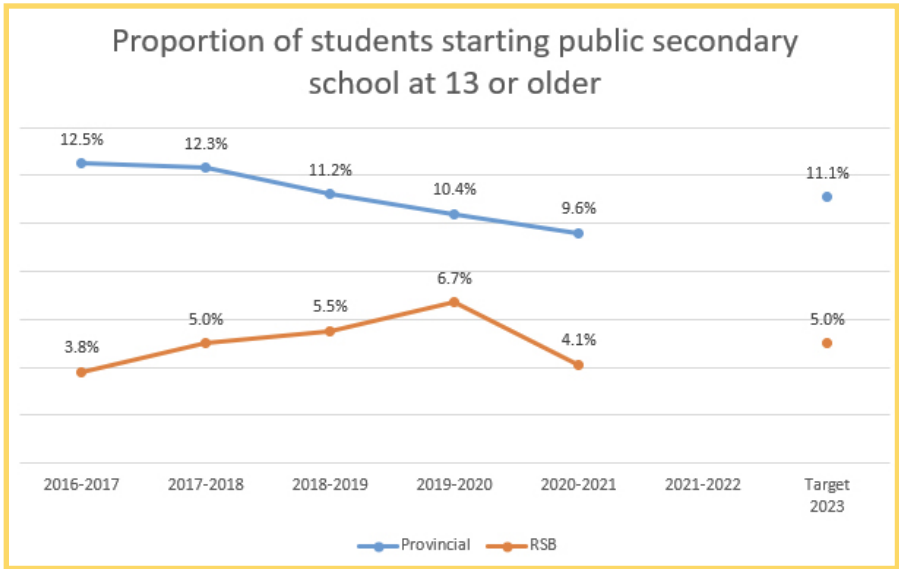
\*\* Revised by MEQ as per the 2021 edition: previously indicated as 10.9% in Charlemagne Report 2020 edition.

### Riverside School Board

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021*	2021-2022	2022-2023	Target 2023
Proportion of Students	3.8%	5%	5.5%	6.7%	4.1%	N/A	N/A	5% max

\*Source: Charlemagne Report titled "884000\_Taux\_diplomation\_qualification\_ed2021\_DIS" (second tab); accessed November 2021

The information about the 2022-2023 school year is not 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 30<sup>th</sup> of a given year.

#### Provincial Results (réseau public)

	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 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	N/A
Students under 20 obtaining a first diploma or qualification	74.9%	76.5%	77.7%	78.6%	78.4%	78.6%	79%	81.6%	84.5%

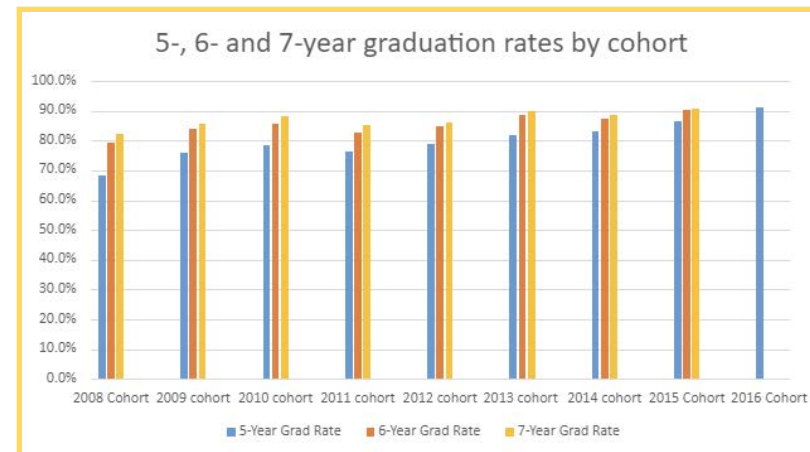
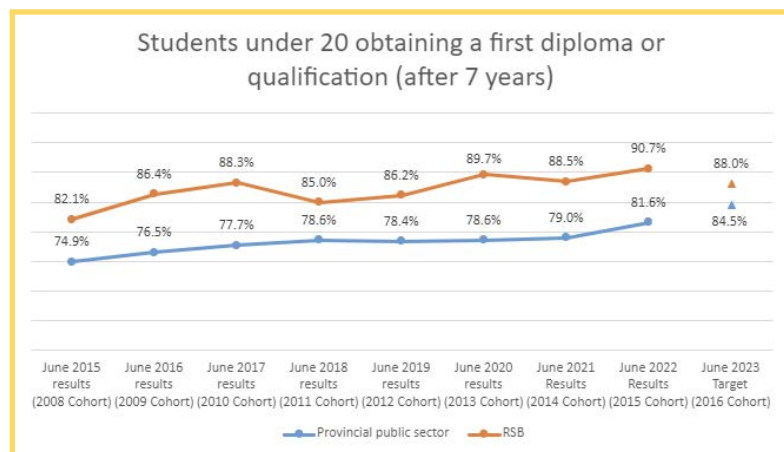
Source: Charlemagne report: 884000\_PEVRIndicateurs\_1\_2\_3\_8

#### Riverside School Board

	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 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	N/A
Students under 20 obtaining a first diploma or qualification	82.1%	86.4%	88.3%	85%	86.2%	89.7%	88.5%	90.7%	88%

Source: Charlemagne report: 884000\_PEVRIndicateurs\_1\_2\_3\_8

The most recent 7-year graduation and qualification rate of students at Riverside School Board (90.7%) continues to stand above the equivalent provincial rate for public schools (81.6%) and above both the Riverside and provincial targets set for 2023. There is an increase in the graduation and qualification rate for Riverside from the 2014 to the 2015 cohorts. Moreover, 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 results extracted from Charlemagne for secondary 5.

Provincial Results (réseau public)

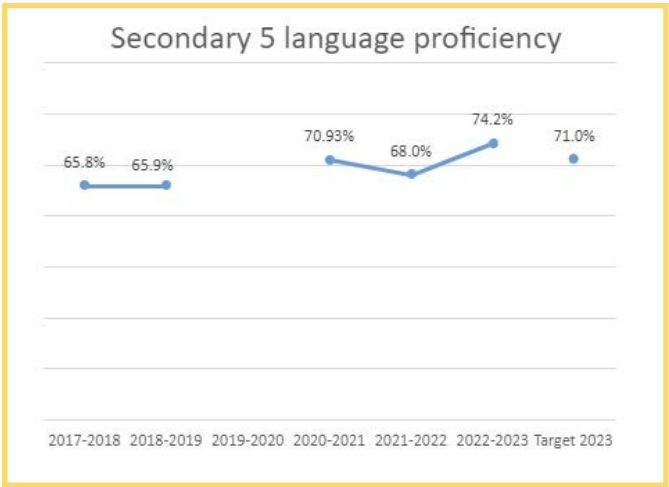
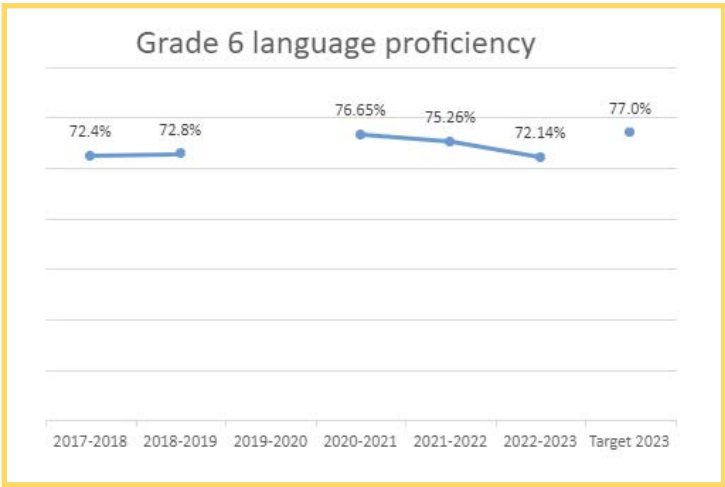
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Target 2023
Grade 6: Percentage of students achieving at least 70% in both ELA and FSL final global results	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Secondary 5: Percentage of students of achieving at least 70% in both ELA and FSL final global results	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	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%	76.65%	75.26%	77%
Secondary 5: Percentage of students of achieving at least 70% in both ELA and FSL final global results	65.8%	65.9%	N/A	70.93%	70.93%	68%	71%

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 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 and explain the current state of this bilingualism. Work is therefore ongoing to further analyze the situation school by school, 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 2022-2023 Riverside invested nearly \$12 million in major projects to maintain real estate assets through ten major renovation projects. These investments and projects were aimed at obtaining objective 5, which is to ensure that all school buildings are in satisfactory condition.

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

The training and new evaluations process thru 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 MEQ goal 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 <sup>1</sup>	2018-2019	2019-2020	2020-2021 <sup>2</sup>	2021-2022 <sup>4</sup>	2022-2023 <sup>5</sup>	Target 2023-2024 <sup>3</sup>
Provincial	68.6%	N/D	N/D	N/D	N/D	N/D	N/D	50%
RSB	92.5%	18.5%	33.3%	76.9%	65.4%	34.6%	34.6%	50%
Investments (M\$)	4.18	4.11	7.3	10	9	6.8	11.96	

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 2020-2021.

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 condition rating of D. This operation was carried out due to the discontinuity of the asset management platform. However, the overall Riverside property inventory obsolescence index (IVP) has improved by 3.4% compared to the previous year, to 12.6%, which is an overall condition rating of C.

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, parkings and access paths were added to the data base, contributing to more than \$30 M increase of the overall property inventory obsolescence.

5 Although the percentage of building that are in satisfactory has remain the same, the overall Riverside property inventory obsolescence index (IVP) has improved by 4.6% compared to the previous year.

**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)

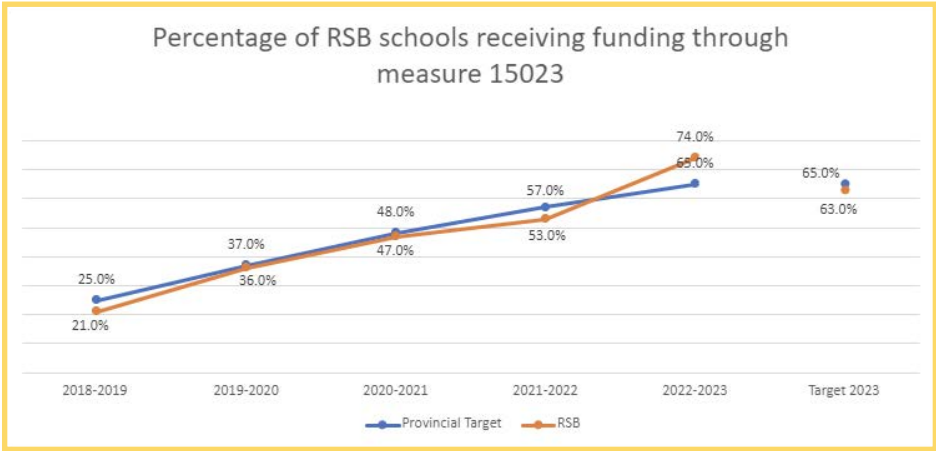
	2018-2019 (reference year)	2019-2020	2020-2021	2021-2022	2022-2023	Target 2023
Proportion of public schools adhering to the mesure "À l'école on bouge!"	25%	37%	48%	57%	65%	65%

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	2018-2019 (reference year)	2019-2020	2020-2021	2021-2022	2022-2023	Target 2023
Proportion of public schools adhering to the mesure "À l'école on bouge!"	21%	36%	47%	53%	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, supports elementary schools committing to at least 60 minutes of daily organized physical activity for their entire student population. In 2022-2023, 2 additional schools participated in measure 15023.





# Educational and Technology Services

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

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. Several non-qualified teachers required sustained support and accompaniment throughout the year. In accordance with the teacher's collective agreement and in collaboration with Human Resources, the new teacher induction and mentoring initiative was launched. Ten mentor teachers supported 35 first and second-year 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 Educational Services librarian consultants were involved in the purchase of 15,674 books, digital, paper and audio. In addition, a total of 29,530 online library loans were tabulated.



*Boucherville Elementary School  
First edition of the BES  
Multicultural Festival*

The work of Educational Services also extends beyond the regular school schedule. Daycare services are offered in 18 of our schools and to all our elementary clientele. In 2022-2023, a total of 2,383 students were registered for regular daycare attendance.

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. Once again with LEARN as a partner, summer online courses were provided to over 181 students in secondary 4 and 5. In addition, 43 students re-took a Ministry exam without enrolling in a course through LEARN.

It is also of note that in 2022-2023, the Educational Services Team was called to oversee and interact with 84 families 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.

## 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.

In the 2022-2023 school year, the Technology Services team addressed over 19,005 requests for technical assistance (GRDS), providing support to the entire Riverside community. In addition, more than 246 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 implemented, to enable students to access Office 365 in a timely manner. The installation, maintenance and support of pedagogical software continued for increased efficiency and improved teaching and learning.



Science Fair at  
Cedar Street



Terry Fox Speed Stacking  
Club Competition

Towards the further development of a strong infrastructure at Riverside, the team was involved in updating servers, installing 52 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 69 new Smart TVs.

Security of information continued to be a central area of focus in 2022-2023. 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, we implemented the Multi Factor Authentication system to secure the accounts for all staff members.

# Complementary Services

The Complementary Services Department has a 4-fold mandate to 1) provide direct services to students through a Response-to-Intervention (RTI) lens; 2) provide support services to schools to optimize the learning environment; 3) foster a sense of belonging and build autonomy and capacity; and 4) offer prevention programs and promote the health and well-being of students. Our team has grown significantly in the past 5 years, and presently consists of more than 55 members including administration, ordered professionals, consultants, technicians, and other interveners.

During the 2022-2023 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, social/emotional growth and well-being. We deliver tailored professional development and workshops to students, staff and parents based on identified needs, such as the well-attended Understanding the *Individualized Education Plan for Parents* online session.

Our team of professionals met regularly to reflect on practices and adjust to the changing needs of our students, schools, and community. With this in mind, we prioritize our presence in schools. We use a multi-disciplinary approach to support students in inclusive settings, as well as in our regional programs and special needs school with super-regional status. We continue to assign professionals to all schools, identifying a team lead who meets with the school administration regularly throughout the year to assess the needs and plan effective delivery of direct and indirect services. Our team also plans and collaborates with community partners to coordinate external services, share best practices, and implement and inform in the creation of intersectoral plans that support our at-risk students in school and beyond.

For at-risk students in the inclusive school setting who present with higher needs, we support and oversee 10 regional programs with streamlined services providing pointed instructional and environmental adaptations to best meet these needs. Regional programs are evaluated yearly, and a multi-disciplinary team examines applications to select candidates who best meet the criteria. At present time, almost all our regional programs are filled, and many have a waiting list. As demands increase, some programs are expanded to better serve our population. For example, Evolutions, our secondary regional program for students with language-based learning difficulties, will expand to include Secondary 4 next year.

Riverside hosts two Centers of Excellence who collaborate with and are responsive to the needs of the 9 English School Boards.

In 2022-2023, The Center of Excellence for the Inclusive Schools Network (ISN), surveyed the 9 English School Boards to identify the most pressing needs for at-risk students. This work led to the development of a 2023-2024 action plan. The Center is undergoing a reorganization and expansion of the scope of its work in the coming years.

The Centre of Excellence for Behaviour Management, in collaboration with Riverside schools, continued with the promotion and implementation of Nurturing Support Centers as well as fostering attachment-based and trauma informed practices. The Center of Excellence also collaborated with the Center of Excellence on Autism (Lester B. Pearson School Board) to share expertise on best practices to address behaviour challenges when working with students with autism spectrum disorder.

*Saint-Lambert International High School  
Public Speaking Contest at SLI*







Good Shepherd School  
Cast and crew of the Jolly Postman production Spring Play at GSS



Outdoor classroom at Harold Sheppard

Harold Napper School  
HN Grade 6 Pathway of Promises



Greenfield Park Primary International School  
Cast and choir of Disney's Aladdin Jr. Show at GPI



# Adult General Education (AGE) *and Vocational Training (VT)*

## ADULT GENERAL EDUCATION (AGE)

There was a significant increase of AGE registrations from 1774 in 2021-2022 to 2256 during the 2022-2023 school year across three of our Access Centres including our Distance Education course. Students were 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. Thirty-three students were registered in the Ventures program. The Oasis room (stress management room) continues to be a safe and comfortable space for students to learn self-regulation strategies.

As of June 1st, through an entente with the MIFI and MEQ, ACCESS is now referring students who have registered through the *Guichet Unique en Francisation*. Using the *Guichet Unique en Francisation* there is an effort to ensure that Francization services are available to all students wishing to acquire, improve and learn French. Students create their profile, along with the location of where they want to receive the services and depending on their student profile, they can receive financial support from the MIFI during their studies. In consequence, ACCESS Brossard created an offering to meet the demand of students over the summer for two full time groups (25 hours-30 hours per week) and have also created a full time offering for students in the fall and winter semesters.

The Recognition of Acquired Competencies (RAC) is a service that continues to grow, particularly in the Construction and Building and Public Works sector.

## VOCATIONAL TRAINING (VT)

We are proud to announce that three new programs were authorized for the Centres in 2022-2023: DVS Heavy Vehicle Mechanics/*DEP Mécanique de véhicules lourds*, DVS Preparing and Finishing Concrete and DVS Reprocessing of Medical Devices. Riverside is the only English School Board offering these new authorizations in the province. We also received funds from the Québec Infrastructure Plan and the Canada-Québec Agreement for Minority-Language Education and Second-Language Instruction for the purchase and renovations of a new centre in Longueuil, which will become a remarkable centre of expertise in transportation in the *Montréal*, holding the name Centre of Expertise in Transport – ACCESS (CET-A). The new Heavy Vehicle Mechanics program will be offered in this centre, along with other programs that fall under our Transportation sector. The anticipated grand opening is planned for early 2025.

We had 2096 students enrolled in our onsite and online vocational programs at ACCESS including those registered with our industry partner, Transport Robert (offering the DVS in Trucking). Our online course offering has enabled us to increase student participation in our courses as it answers clientele needs. In both the onsite and online cohorts, our orientation courses continue to be a success by providing 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.

We are always striving to adapt and provide flexible approaches to augment our services to help our students succeed. We have integrated Alternance Travail-Études in two of our programs: Automobile Mechanics and Stationary Engine Mechanics. This created a closer collaboration with the industry and helped students join the workforce faster. Also, the use of individualized learning in some of our programs such as Bricklaying, Automobile Mechanics, and Secretarial Studies, have provided our students with a more flexible approach to learning which recognizes the challenges of the Adult Learner.

The Recognition of Acquired Competencies (RAC) is a service that continues to grow, particularly in the Construction and Building and Public Works sector. Twenty-five students obtained an official certification (diploma or attestation), and more students are in the process of obtaining diplomas through this process.



## RESPONSIVENESS TO ACCESS STUDENTS, THE COMMUNITY AND BUSINESSES

In all our centres, we continued to offer services to help our students succeed by way of Resource Teachers, Social Work Technicians, Academic and Vocational Information, Guidance Counselors (support services staff), Special Education Technicians and our YMCA community liaison who supported our students through the “Zone 16-24” initiative.

The *Service d'accueil, référence, conseil, accompagnement* (SARCA) agent responded to approximately 60 inquiries from the public about continuing education both for AGE and VT. These inquiries came from online references on our website or from other schools looking to contact the SARCA agent directly. The SARCA agent also ran the student for a day experience, in which over twenty (20) students from our high schools participated in visiting our programs. To promote the services offered in our adult centers, we hosted a career fair and adult learners' week.

As project development officer, the SARCA agent also received funding through government grants to run three projects. Bridge is a project that supports the adult learner that has difficulty adhering to the traditional course specifications. The program aims to help struggling students by taking an individualized student-centered approach. There were also two literacy projects. Family literacy for parents and their children supporting adult literacy through family activities. Young parents' program was run through our partnership with Espace Pivot and aimed at helping them acquire literacy and life skills.



*Congratulations to Miguel, ACCESS Masonry: Bricklaying Student, who represented Riverside at the Canadian Trades and Technology Competition. Following his performance, he was invited to join Team Canada at the World Skills Competition in Lyon in 2024!*



*Real Bricklayer experience from ACCESS Masonry : Bricklaying Program at John Adam Memorial School*

We increased our focus on the ACCESS Student for a Day (SFAD) experience, to provide interested individuals with a firsthand experience of what it is like to be a student in our centres. Through SFAD, potential students acquired a taste of the learning environment, curriculum, and overall atmosphere of the centre. It served, and continues to serve, as a valuable tool for prospective students to make informed decisions, explore educational options and gain a better understanding of what ACCESS has to offer.

We had the pleasure of participating in various Employment and Education fairs throughout the year. We were invited to highlight our programs at several schools in the youth sector from RSB, NFSB, CSSDGS and CSSMV.

We continued to work alongside community partners to help maintain student engagement by creating an enriching and holistic learning experience. Through presentations and workshops focusing on a myriad of topics ranging from, but not limited to, mental health, employment and community resources, these collaborations provided students with real-world learning opportunities in a dynamic learning ecosystem that kept them engaged and inspired.

# Community Learning Centres (CLC)

The Seaway CLC, continued to promote collaboration with community partners. Noteworthy initiatives included students at St. Lambert Elementary participating in the "Québec Roots" project, speech development sessions for parents offered by Premiers Pas Champlain, and English conversation classes at ACCESS. New partnerships have introduced after-school activities, and events like Positive Mental Health Day were organized, addressing the community's well-being. Additionally, REACH Cares conducted informative sessions for parents, focusing on communication and puberty.

The Richelieu Valley Community Learning Centre had three primary goals: literacy, well-being, and community vitality. These goals were achieved through projects that incorporated multiple elements, such as letter writing campaigns with seniors from community organizations. These projects not only boosted students' literacy skills but also fostered a sense of belonging and improved the well-being of the seniors. Additionally, the RVCLC established a presence in six local partnership tables related to food security, early childhood, youth, and citizen participation, thereby ensuring that school communities were informed and engaged in local initiatives aimed at enhancing the well-being of families in the area.

*St. Lawrence School  
Grade 5-6 students worked with artist, Emily Read, to  
create an inspirational art mural*



*Heritage Regional High School  
Fine Arts Focus Dance Competition for their first-place  
finish at the Ultimate Dance Move Competition*

The Montérégie Centre Community Learning Centres (MCCLC) also exhibited a strong dedication to student success and community involvement. Collaboration among various stakeholders, including principals, teachers, students, parents, citizens, volunteers, and community partners remained the key to its success. MCCLC's highlights included participating in the opening of the bilingual Greenfield Park Community Centre, hosting in-school code clubs, facilitating Indigenous learning experiences, and promoting literacy through volunteer-led reading sessions. The organization prioritized student well-being by offering workshops on internet safety, partner violence prevention, and anti-bullying. Parents were also supported via sessions on anxiety, sleeping routines, effective parenting, and early childhood education. Artistic projects and community-building efforts complemented these initiatives, fostering a holistic commitment to well-being and lifelong learning in schools and the wider community.

# Riverside's International Student Education (RISE)

A team of five Riverside School Board employees is dedicated to promoting RSB programs and schools internationally, for both the youth and adult sectors. The RISE team supports agents, students, and parents through the eligibility process of international students for the possibility of studying in the province of Québec. RISE is also devoted in finding caring host families for youth students coming to study for a few months or for one year at Riverside. During the entire stay of our international students, the RISE team was readily available 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 2022-2023 school year welcomed 94 students in the youth sector. Seventy-four students studied for either a half-year or full year and 20 students came for a short stay (3 weeks). These students came from 15 countries and territories namely, Brazil, Cambodia, Colombia, Czech Republic, Finland, Germany, Hong Kong, Iran, Italy, Japan, China, Spain, Taiwan, Thailand, and Vietnam. They studied in 3 of our high schools and 6 elementary schools. We had 26 students registered in different vocational programs such as Accounting, Automobile Mechanics, Health Assistance and Nursing, Bricklaying, Secretarial Studies, Languages, and high school completion. Adult students came from 11 different countries: China, India, Rwanda, Mauritius, Mexico, Pakistan, Philippines, and Uganda, to name a few.

Families from our school board continued to offer students accommodations to promote their cultural experience and took excellent care of them. For 2022-2023, we had 22 active host families and 26 of our students were welcomed in their homes.

Families from our school board continued to offer students accommodations to promote their cultural experience and took excellent care of them. For 2022-2023, we had 22 active host families and 26 of our students were welcomed in their homes. We also had some students staying with 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 saw the end of the global pandemic, we experienced a positive impact for the 2022-2023 school year regarding the recruitment of international students at Riverside.

*Mountainview School  
MTV at SSIAA Soccer Tournament*





# Business Services (SAE)

RSB Business Services (SAE) has been collaborating with the Business Services of the New Frontiers School Board since 2021 in the creation of ForMont (*Formation Montréalégie*) to offer a wide variety of trainings in the *Montréalégie* to upskill workers in the region. In 2022-2023, ForMont trained over 400 participants allowing them to obtain the ASP Construction Health and Safety card. Our Business Services also offered Forklift training, Stationary Engine Mechanics training, *cadennassage* training in collaboration with Corcan, CCQ training, and offered 22 groups for a variety of virtual training for the Detention Facility in Amos. The department also acquired the ACCESS Drone Flight School.



"Je vis, j'écris !" project at Mount Bruno School

# Material resources

Riverside School Board owns 28 buildings, totaling 144,173 m<sup>2</sup>, with an average age of 65 years. During 2022-2023, Riverside School Board invested close to \$12 million in major projects to maintain real estate assets and carried out 14 major renovation projects in 8 schools. These projects included 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 cleaning of ductwork of HVAC systems, optimizing systems operations and the replacement of lighting with more efficient fixtures.

Riverside has also received in the PQI 2022-2032, financing for the addition of a gymnasium at REACH Green School in St. Lambert, an investment of more than \$4 million. The design phase is proceeding in parallel with the extension projects of Harold Napper and the new pavilion of REACH School on St. Lambert International school ground.

In November 2020, the MEQ asked all school boards and service centres to measure the carbon dioxide (CO<sub>2</sub>) level in their schools for a representative sampling of the building to ensure that the ventilation of classrooms is adequate.

We were continuously monitoring the air quality of our buildings thru the 650 IAQ sensors installed in all schools and centres. To this end, the following measures were taken to ensure proper Indoor Air Quality (IAQ):

- Correction of situations with high levels of CO<sub>2</sub> as they were identified
- Raising of 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
- Deployment of the monitoring platform to all school administrators.

# School Transportation

	No. of Students	No. of Vehicles	Cost	Daily KM
Exclusive Daily Transportation	7,636	146	\$10,817,575	19,624
Bus & Mini Bus	7,307	88	\$8,062,648	12,898
Adapted Bus	19	5	\$74,296	362
Type of Vehicle: Berlines	309	53	\$2,674,367	6,364
Allocation to Users	1	N/A	\$6,264	N/A
Integrated Daily Transport	1,385	N/A	\$569,457	N/A

## PHASE 1 MTRANSPORT DEPLOYMENT

We have deployed the first phase of the Mtransport system, which offers a GPS solution. We have therefore equipped all our school buses and berlines with this system, which allows drivers to have technical support to guide them in the execution of their routes.

St. Mary's Outdoor Concert



St. Lambert Elementary School  
Play "The Lion King Jr."





# Council of *Commissioners*

## CHAIRMAN

DAN  
LAMOUREUX



## VICE CHAIRMAN DIVISION 10

CHRISTOPHER  
CRAIG  
Greenfield Park



## DIVISION 1

PAMELA  
BOOTH -  
MORRISON  
Belœil, Sorel-Tracy,  
Varennnes



## 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



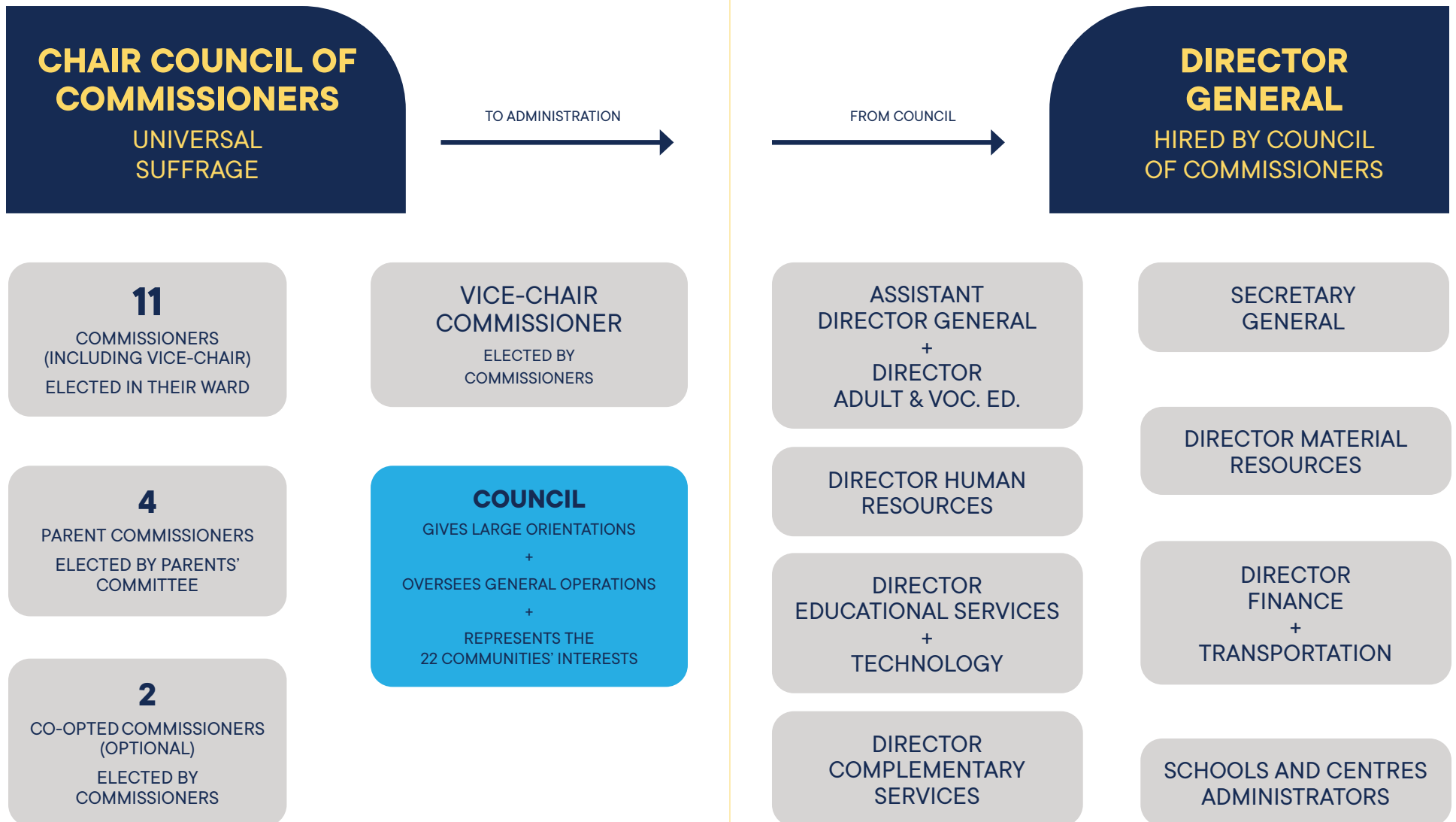
## EHDAA PARENT-COMMISSIONER

CARRIE ELLEN  
RONNING



October 2022 to June 2023

# Council and Administration *Organigram*



Riverside School Board is home to close to 13,713 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  
800 Père Lejeune, Boucherville (QC) J4B 3K1

### CEDAR STREET

4 and 5-year-old Kindergarten, Grades 1 to 6  
250 Cedar, Belœil (QC) J3G 3M1

### COURTLAND PARK INTERNATIONAL

IB World School 4 and 5-year-old Kindergarten, Grades 1 to 6  
1075 Wolfe, St. Bruno (QC) J3V 3K6

### GOOD SHEPHERD

4 and 5-year-old Kindergarten, Grades 1 to 6  
5770 Aline, Brossard (QC) J4Z 1R3

### GREENFIELD PARK INTERNATIONAL

IB World School, Grades 1 to 6  
776 Campbell, Greenfield Park (QC) J4V 1Y7

### HAROLD NAPPER

5-year-old Kindergarten, Grades 1 to 6  
6375 Baffin, Brossard (QC) J4Z 2H9

### HAROLD SHEPPARD

4 and 5-year-old Kindergarten, Grades 1 to 6  
6205 des Étudiants Boulevard, Tracy (QC) J3R 4K7

### JOHN ADAM MEMORIAL

5-year-old Kindergarten, Grades 1 to 6  
120 Montée des Bouleaux, Delson (QC) J5B 1L7

### MOUNT BRUNO

4 and 5-year-old Kindergarten, Grades 1 to 6  
20 des Peupliers, St. Bruno (QC) J3V 2L8

### MOUNTAINVIEW

5-year-old Kindergarten, Grades 1 to 6  
444 Mountainview, Otterburn Park (QC) J3H 2K2

### ROYAL CHARLES

5-year-old Kindergarten, Grades 1 to 6  
5525 Maricourt, St. Hubert (QC) J3Y 1S5

### ST. JOHNS

4 and 5-year-old Kindergarten, Grades 1 to 6  
380 St-Michel, Saint-Jean-sur-Richelieu (QC) J3B 1T4

### ST. JUDE

4 and 5-year-old Kindergarten, Grades 1 to 6  
781 Miller, Greenfield Park (QC) J4V 1W8

### ST. LAMBERT ELEMENTARY

5-year-old Kindergarten, Grades 1 to 6  
81 Green, St. Lambert (QC) J4P 1S4

### ST. LAWRENCE

4 and 5-year-old Kindergarten, Grade 1 to 6  
148 Champlain / 150 St-Raymond, Candiac (QC) J5R 3T2

### ST. MARY'S

4 and 5-year-old Kindergarten, Grade 1 to 6  
1863 Brébeuf, Longueuil (QC) J4J 3P3

### TERRY FOX

4 and 5-year-old Kindergarten, Grade 1 to 6  
1648 Langevin, St. Hubert (QC) J4T 1X7

### WILLIAM LATTER

5-year-old Kindergarten, Grade 1 to 6  
1300 Barré, Chambly (QC) J3L 2V4

## Special Education

### REACH QUEEN

276 Queen, St. Lambert (QC) J4R 1H7

### REACH GREEN

471 Green, St. Lambert (QC) J4P 1V2

### REACH SATELLITE CLASSES

Special Education Satellite Classes  
at CRHS and SLI  
880 Hudson, Greenfield Park (QC) J4V 1H1

## Secondary Schools

### HERITAGE REGIONAL HIGH SCHOOL

7445 chemin de Chambly, St. Hubert (QC) J3Y 3S3

[www.hrhs.rsb.qc.ca](http://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

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

### CENTENNIAL REGIONAL HIGH SCHOOL

880 Hudson, Greenfield Park (QC) J4V 1H1

[www.crhs.rsb.qc.ca](http://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

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

St. Johns School (elementary)  
Reading in the Dark during  
Reading Week



Royal Charles School  
Grade 3 students' Kindness Project



# Student Ombudsman's *Report*

I respectfully submit my last Student Ombudsman Report. The cases covered in this report are from August 15, 2022, to August 27, 2023. The Riverside School Board Student Ombudsman was replaced by the Regional Student Ombudsman on August 28, 2023. The Regional Student Ombudsman reports directly to the National Student Ombudsman. The new procedures for filing a complaint as well as contact information for the Regional Student Ombudsman can be found on the Riverside School Board website.

## THE ROLE OF THE STUDENT OMBUDSMAN

The Riverside School Board Student Ombudsman fell under the responsibility of the Council of Commissioners but was neither a member of the Council of Commissioners nor a member of the personnel of the school board. He acted 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 parent of the student who was dissatisfied with the way the complaint was handled, or with the outcome, was referred to the Student Ombudsman by the Secretary General of the school board. The Student Ombudsman examined the merits of the complaint and then produced a report with recommendations to the Council of Commissioners.

### Informal Assistance:

Contact information for the Student Ombudsman appears prominently on the Riverside School Board website. Consequently, most of the requests for assistance that were 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 2022-2023 RECOMMENDATIONS

### Communication with Parents

Timely communication with families is important especially in situations involving accidents or health issues. Though efforts had been made to address the issue, effective and timely communication continued to be an area of concern. I recommended system wide reminders of the importance of effective communication with homes. This was completed.

### Indoor Recess at Elementary Schools

I recommended that the revision of supervision strategies for indoor recess continue once school operations normalized. A plan was developed which involved asking teachers without homerooms to remain at school for rainy day supervision. School Board Directors also looked at using funds from Measure 15171 to hire extra help for this purpose.

### Support for Parents of Young Students with Significant Behavioural Issues

Some young students whose significant behavioural issues pose a risk to other students, and who cannot safely be integrated into existing school programs, are provided home tutoring. This is a temporary measure; however, parents of these students need support during this time.

I recommended that Riverside collaborate with social services and other community partners to develop support strategies for these young students and their parents, and a plan was developed highlighting strategies and mechanisms that were available. A new special project focusing on these students was also planned, using funds from an "*Adaptation scolaire*" measure, and in collaboration with the University of Montréal.

### Violence and Bullying

I recommended that Riverside continue its efforts at providing parents with transparent and easily accessible information and that parents be contacted promptly when their child was involved in a bullying or harassment incident. Schools were reminded of the importance of informing parents immediately in cases of bullying or harassment. They were asked to develop support plans for victims of harassment. Professional development sessions were planned to help administrators and school staff learn how to hold difficult conversations with parents.



## DATA FOR 2022-2023

I received requests for assistance from 41 individuals this school year. Requests came from students or parents of students in elementary and secondary schools, and from students in the adult sector. Five of the requests had two issues of concern resulting in a total of 47 issues handled. Two of the cases were formal complaints that required investigation. Recommendations were made to the Executive Council.

Breakdown by Sector: 2022-2023						
Sector	Elementary	Secondary	Adult	Home schooled	Non-disclosed	Total
Issues	22	15	10	0	0	47

### Formal Complaints

I received two formal complaints requiring investigation and a report with recommendations was shared to the Council of Commissioners Executive Committee. All other complaints brought to the Student Ombudsman were either resolved or dropped by the complainants.

1. The parents of a high school student complained that the sanctions given to a student aggressor towards their child were not severe enough. They also complained that communication between the school and home was not prompt and that their child did not receive the appropriate medical attention needed.  
My investigation found that the sanctions given were in line with sanctions given in similar cases. The medical attention the student received was lacking; and the protocol for injuries involving a possible concussion was not followed. Communications with the parents concerned were not performed in a timely manner.  
The school developed a support plan for the student in question and reviewed the concussion protocol with its staff. The school principal also reviewed the importance of effective and timely communication with parents, especially in cases of injury. A commitment was made by the school to ensure that both students would be placed in different classes in the following school year.
2. The parents of a high school student complained that the sanction given to their child was based on flawed information. They asked that the letter informing them of the sanction be retracted and that their child be transferred to another school.  
My investigation found that the evidence presented at the disciplinary meeting required further investigation. The Director General agreed that the evidence presented was not conclusive to justify a sanction. Administrators involved agreed that moving the student to a new school was an action in the student's best interest.

## Informal Interventions - Requests for Assistance

The data in this report includes 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.

2022-2023 Requests for Information or Assistance by Sector				
Category	Elementary	Secondary	Adult	Total
Sanctions (Code of Conduct)		2	2	4
Assistance with the Appeals Process				0
Educational Services/ Curriculum/Program			1	1
Services for Students with Special Needs	7	2	1	10
Fees			1	1
Transportation		1		1
Staff Behavior	4	5	3	12
Administrative Procedures/ Decisions	2		1	3
Communication	5	1	1	7
2022-2023 Requests for Information or Assistance: Bullying/Harassment				
Violence/Bullying	Elementary	Secondary	Adult	Total
Student to Student	4	4		8
Staff to Student				0

### Analysis

My interactions this past year with students, parents, and staff, make me believe that complaints were taken seriously and that there was a general willingness to resolve them.

# Student Ombudsman's *Report cont.*

## 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

While continuous efforts have been made to remind staff of the importance of timely communication, this is still an area for development. I encourage Riverside staff to continue with its efforts in this regard, especially so, at the beginning of the school year.

### Communication: Adult Programs

Several adult students who have contacted me seemed unfamiliar with the rules and expectations regarding issues such as absenteeism for exams. From their understanding, consequences regarding absences for exams are determined by each teacher. They feel that some teachers are kinder than others, allowing retakes, while others record absences as a failure. Thus, there is an impression of unfairness. If a policy for exam absenteeism exists, I suggest it be reviewed with staff and students. If one does not exist, it might be useful to get staff and students to collaborate on developing one.

### Communication: Governing Boards

I received requests for information/help on issues that were in the purview of school governing boards. Contact information for each school governing board chairperson was not easily available. It may be helpful to include an email link for the governing board chair on each school website.

## 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.

## RECOMMENDATIONS

### Communication with Parents

Parents of victims, as well as parents of aggressors must be notified of a violence or bullying case, in a prompt manner. This is especially important in cases where there is injury requiring medical attention or if injury involves a possible concussion. It may be useful to develop a checklist for such situations which would include filling out an incident report and communicating promptly with parents. It may be useful to define what is meant by "prompt".

### Police Intervention

It is important that both schools and police have the same understanding of when and how police should be called to intervene. The school calling the police may have different legal repercussions than if they are called by parents from home after the incident. Once established, this information needs to be communicated clearly to parents when the need arises.

### Personal Note

I would like to express my gratitude to 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 was an exceptional privilege.



### ENZO DI IOIA

Student Ombudsman  
Riverside School Board



# Ethics Officer's *Report*



St. Johns School (secondary)  
Secondary 2 students performing for their peers



Celebrating "Pi Day" in the Makerspace  
at St. Jude School

October 3, 2023

**MR. DAN LAMOUREUX**

Chair

Riverside School Board  
7525 chemin de Chambly  
St Hubert, QC  
J3Y 0N7

Mr. Chair,

Pursuant to 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 2022-2023 ending on June 30, 2023 is with one (1) report of complaint. The complaint was lodged in accordance to the set rules of procedure. Once brought to my attention, an investigation ensued with a final report submitted in December 2022.

Respectfully,

**BERNARD HUOT**

Ethics Officer  
Riverside School Board

# Human Resources

In 2022-2023, the Human Resources Department was once again challenged by the significant lack of personnel available and a shortage and occasional absence of applicants applying to jobs.

An initiative last year by the Association of Directors General of English School Boards of Québec (ADGESBQ) that led to the appointment of a coordinator for teacher recruitment worked with all Québec English School Boards Association (QESBA) school boards. With her assistance, Riverside School Board in 2022-2023, was able to welcome 5 International teachers from France into our schools.

We were required to hire “unqualified” teachers to fill some vacancies, but fortunately this remained a rare occurrence as we are advantaged with the proximity to several universities offering teaching degrees. We have a long tradition of accepting many student teachers into our classrooms from both anglophone and francophone universities in Montréal.

It is important to note that only Québec certified teachers issued a “Brevet” are considered “qualified.” At Riverside School Board, we take very seriously the responsibility to find the most qualified of candidates when a “Brevet” certified Québec teacher is unavailable.

The criteria with which we have hired “unqualified” teachers are as follows:

- Individuals qualified as teachers in other provinces, countries (such as the teachers from France),
- Individuals with a university degree in a relevant field of study (e.g., University bachelor’s degree in mathematics to teach Mathematics),
- 3rd, 4th year and MATL (Master’s) students in Education who will complete shortly their certification to be a qualified teacher in Québec,
- Specialists with substantial experience and/or training in the field of expertise (e.g., Music teacher with a music degree, certificate and/or years of experience teaching music to children).

We would like to thank the contributions of all our administrators, consultants and qualified teaching staff who assisted with the successful integration of these individuals into our classrooms. We would also like to thank the “unqualified” teachers for heeding the call to assist us where vacancies occurred.

The collective agreements signed in 2022 all ended in 2023 and we finished the year with all sectors of employees in negotiations.

Our Employee and Family Assistance Program (EFAP) services from Lifeworks were also advertised and maintained this year and a commitment to add Telemedicine to this service in the next school year was made.

The implementation of “poste” within the department was completed and Microsoft Power BI application also extended to *paie*. Thank you to everyone involved in Human Resources for their commitment to ensure we are availing ourselves of these useful tools which allow the ministry and the Riverside School Board to retrieve directly and easily statistics necessary for effective and data-based planning.

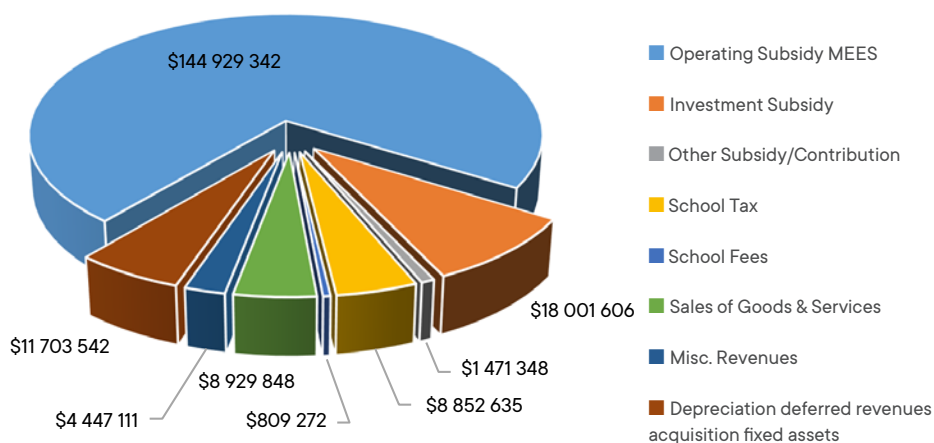
Thank you to everyone in Human Resources for their commitment to the employees of Riverside throughout another very busy year.

APRIL 2022 TO MARCH 2023				
	Hours Worked	Overtime Hours	Total Hours Paid	Number of Employees for the Reporting Period
1 Administrators	130 456,40	0	130 456,40	86
2 Professionals	147 246,25	34,50	147 280,75	105
3 Nurses	0	0	0	0
4 Teachers	1 279 201,43	4 168,61	1 283 370,04	1 494
5 Office Staff, Technicians & Related Jobs	856 621,54	1 951,29	858 572,84	962
6 Peace Officers	0	0	0	0
7 Tradesmen and Maintenance and Service Personnel	103 475,09	1 166,91	104 642,00	66
<b>TOTAL</b>	<b>2 517 000,71</b>	<b>7 321,32</b>	<b>2 524 322,03</b>	<b>2 713</b>



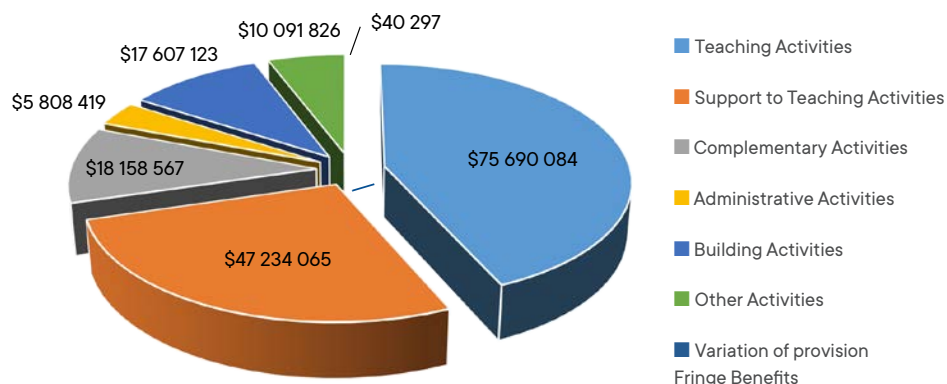
# Distribution of Revenues

Revenues	Actual 2022-2023	Actual 2021-2022 Adjusted	var. \$
Operating Subsidy MEES	\$144 929 342	\$137 202 669	\$7 726 673
Investment Subsidy	\$18 001 606	\$423 080	\$17 578 526
Other Subsidy / Contribution	\$1 471 348	\$1 427 416	\$43 932
School Tax	\$8 852 635	\$8 426 034	\$426 601
School Fees	\$809 272	\$716 692	\$92 580
Sales of Goods & Services	\$8 929 848	\$7 639 432	\$1 290 416
Misc. Revenues	\$4 447 111	\$3 310 111	\$1 137 000
Depreciation deferred revenues acquisition fixed assets	\$11 703 542	\$5 608 622	\$6 094 920
<b>Total revenues</b>	<b>\$199 144 704</b>	<b>\$164 754 056</b>	<b>\$34 390 648</b>



# Distribution of Expenditures

Expenditures	Actual 2022-2023	Actual 2021-2022 Adjusted	var. \$
Teaching Activities	\$75 690 084	\$69 428 356	\$6 261 728
Support to Teaching Activities	\$47 234 065	\$42 155 046	\$5 079 019
Complementary Activities	\$18 158 567	\$15 726 093	\$2 432 474
Administrative Activities	\$5 808 419	\$5 283 705	\$524 714
Building Activities	\$17 607 123	\$15 993 645	\$1 613 478
Other Activities	\$10 091 826	\$9 334 644	\$757 182
Variation of provision Fringe Benefits	\$40 297	(\$26 632)	\$66 929
<b>Total charges</b>	<b>\$174 630 381</b>	<b>\$157 894 857</b>	<b>\$16 735 524</b>
<b>Surplus (Deficit) for the year</b>	<b>\$24 514 323</b>	<b>\$6 859 199</b>	<b>\$17 655 124</b>



Extract from the audited TRAFICS June 30, 2023



Courtland Park International School  
Kinder Garden, with mini-outdoor classroom  
and X-wheel circuit, for CPI students.



Centennial Regional High School  
Country Fair at CRHS

## 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 2022-2023, 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

