



RIVERSIDE SCHOOL BOARD

2023
2024



ANNUAL 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.

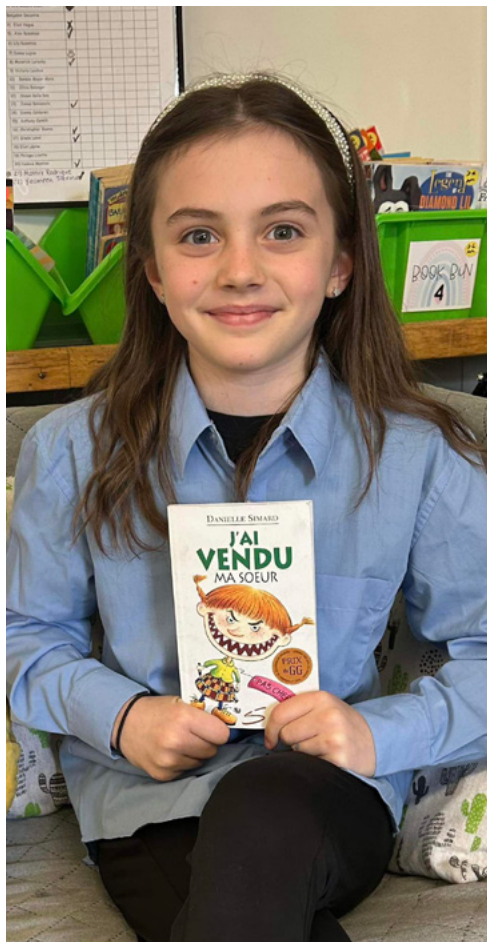
BELONGING with pride to a safe, caring, stimulating and inclusive community.

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.

Riverside School Board serves nearly 14,000 students (equivalent to 10,749.28 full-time students) across 7,500 square kilometres in Montérégie and ranks among Québec's top in graduation rates. As the birthplace of French immersion, it fosters bilingualism, preparing students for success locally and globally.

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Boucherville Elementary

The organization "Lis avec moi" has been inviting elementary Cycle 2 students across Québec for several years to participate in a read-aloud challenge to promote the joy of reading and literature among young people. Last March, Gisèle was voted "top reader in her class," then won over the audience at her school. Most recently, she won the Riverside School Board finals with flying colors. Congratulations, Gisèle!

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Report from the Chair and the Director General

As we reflect on the 2023–2024 school year, we celebrate a tapestry of achievements, challenges, and moments of reflection that define our Riverside School Board (RSB) community. Together, our schools, centers, and administration office services united to ensure that every student—regardless of age, ability, or specialty—was surrounded by caring and supportive personnel in safe learning environments.

- This year, our service department leaders, school, and center directors dedicated themselves to a series of strategic planning and professional development sessions. These efforts were aimed at optimizing our services and administrative strategies to meet the diverse needs of our community. We are particularly grateful for the Ministry of Education's significant investments in supporting student well-being, including the confirmation of the following expansion projects:
 - William Latter Elementary School – Major expansion allowing for additional classrooms.
 - Harold Sheppard – Expansion from seven classrooms to twelve classrooms, a double gymnasium, an art and music room and a learning centre.
 - John Adam – Expansion from twelve classrooms to eighteen classrooms, a double gymnasium, an art and music room, a learning centre and three new classrooms with collaborative work areas.

We proudly continue to promote our network of 4-Year-Old Kindergarten classes throughout our territory. Schools and centers completed educational projects and developed new objectives aligned with our Commitment to Success plan, always prioritizing the emotional, social, and academic success of our students.

RSB remains steadfast in our commitment to equitable, accessible, diverse, and inclusive practices that welcome students, staff, and families. Professional development opportunities for administrators have been enhanced to better integrate equity, diversity, and inclusion (EDI) principles in our schools and centers. We strive to build a deeper understanding of our diverse community, creating inclusive spaces where all voices can be heard and respected. Our EDI statement is now posted on our website, and we are committed to embodying these principles in our decisions and actions.

We also want to acknowledge the Council of Commissioners for their vigilant oversight in ensuring the health and safety of students and staff, while upholding everyone's rights and adherence to policies. Their contributions to the creation and adoption of our new Commitment to Success plan have been invaluable. The Parents' Committee has actively represented schools at all decision-making levels, ensuring that student success remains a top priority. We extend our gratitude to the Québec English School Board Association (QESBA) for their provincial leadership and to LEARN Québec for their tutoring and summer school initiatives.

We are especially thankful to our parents for their involvement and dedication in various committees, including the Governing Board, Parents' Participation Organizations, Parents' Committee, and the Advisory Committee for students with special needs. We recognize that working as allies with parents is essential to educating and socializing our children, creating the best learning conditions for their growth. Special recognition goes to our students who approach their studies with curiosity, commitment, and a desire to learn.

Together, we are poised to achieve great heights. By prioritizing the needs of our students, we affirm our belief that all students can reach high standards of success. Here's to another year filled with collaboration and achievement!



A stylized, handwritten signature in blue ink.

DAN LAMOUREUX
Chairman
Riverside School Board



A stylized, handwritten signature in blue ink.

LUCIE ROY
Director General
Riverside School Board

Educational and Technology Services

EDUCATIONAL SERVICES

The Educational Services team provides direct and indirect support to school teams, administrators, teachers, students, parents, and other departments.

Curriculum Team Support:

- Delivered 87 professional development sessions aligned with the Commitment-to-Success Plan and Educational Projects to over 935 participants including teachers, administrators and attendants.
- Continued support to early career teachers through the teacher induction and mentoring initiative with 13 mentors supporting 34 Year 1 teachers and 35 Year 2 teachers.

Collaborative Efforts:

- Joint work among RÉCIT, librarian, and curriculum consultants promoted literacy, numeracy, and technology integration.
- Librarian consultants facilitated the purchase of 20,968 books and handled 27,305 online library loans to support curriculum implementation such as CCQ and language development initiatives.
- Summer school options for academic recovery and promotion were offered in collaboration with LEARN Québec.
- Supported 19 schools who submitted projects to enhance teaching and learning with technology. This included the purchases of iPads, computers and robots and pedagogical support for classroom integration.

Additional Programs:

- Daycare services were offered in 18 schools, with 2447 students enrolled.
- Supported 68 homeschooling families, including resource access, evaluations, and credit pathways for secondary students.



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.

Technical Support:

- Addressed 20,258 requests for technical assistance and repaired over 470 devices.

Infrastructure Improvements:

- Updated servers, installed 58 Wi-Fi access points, and increased network speed to 10 Gbps.
- Installed 62 new Smart TVs, intercom systems, and surveillance cameras in collaboration with Material Resources.

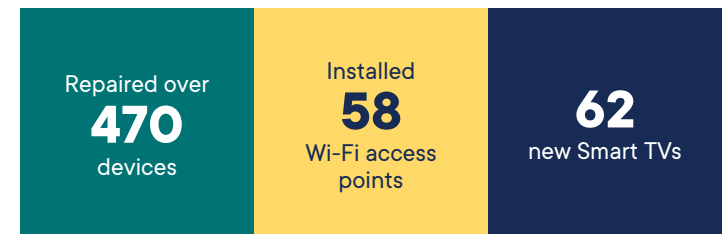
Information Security:

- Continued implementation of measures to ensure security of the Riverside network and the data it maintains.
- Work to migrate data to the cloud, as required by the government.

Student Device Support:

- Prepared 190 devices for distribution to support students with identified needs.

This summary highlights the department's commitment to supporting both administrative and pedagogical needs, aiming to support the goals as identified in the Commitment-to-Success Plan.



Draft data for the Annual Report on the Commitment-to-Success Plan 2023-2024

OBJECTIVE 1: RATE OF COMPLETION OF A FIRST DIPLOMA OR QUALIFICATION AFTER SEVEN (7) YEARS OF ENTERING SECONDARY SCHOOL

The information presented below in relation to graduation rates refers to the most recent data provided by the Ministry, which is from the 2022-2023 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.

	Reference Year 2020-2021 2014 Cohort	2021-2022 2015 Cohort	2022-2023 2016 Cohort	Target 2026-27 2020 cohort
Province	81.4%	84.1%	84.3%	86.8%
Réseau public	79%	81.6%	81.8%	N/A
RSB	88.5%	90.7%	94.2%	90%

Source: Tableau de bord de l'éducation, « Diplomation et qualification au secondaire », data collected Sept. 3, 2024

OBJECTIVE 2: THE SUCCESS RATE OF BOYS

	Reference Year 2020-2021 2014 Cohort	2021-2022 2015 Cohort	June 2023 2016 Cohort	Target 2026-27
Province	80.1%	80.1%	80.3%	82.5%
Réseau public	74%	74%	77.3%	N/A
RSB	85.7%	87.6%	91.2%	87%

Source: Tableau de bord de l'éducation, « Diplomation et qualification au secondaire », data collected Sept. 3, 2024

OBJECTIVE 3: THE SUCCESS RATE OF STUDENTS WITH HANDICAPS, SOCIAL MALADJUSTMENTS OR LEARNING DIFFICULTIES

	Reference Year 2020-2021 2014 Cohort	2021-2022 2015 Cohort	June 2023 2016 Cohort	Target 2026-27
Province (réseau publique)	62.2%	62.2%	63%	63.8%
RSB	73.6%	81.5%	90.2%	75%

Source: InfoStat report 884000_PEVIR_Indicateurs_1_2_3_4_5_6_8

OBJECTIVE 4: PROFICIENCY IN THE TWO LANGUAGES OF INSTRUCTION (FRENCH, ENGLISH)

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)*			
	Reference Year 2022-2023	2023-2024	Target 2026-2027
Grade 6: Percentage of students achieving at least 70% in both ELA and FSL final global results	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

*This objective is particular to RSB, no provincial data is available

Riverside School Board			
	Reference Year 2022-2023	2023-2024	Target 2026-2027
Grade 6: Percentage of students achieving at least 70% in both ELA and FSL final global results	75.3%	73.37%	80%
Secondary 5: Percentage of students of achieving at least 70% in both ELA and FSL final global results	67.69%	68.48%	75%

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

OBJECTIVE 5: PROFICIENCY RATE IN THE ELEMENTARY GRADE 6 COMPULSORY MEQ MATHEMATICS EXAMINATION FOR COMPETENCY 1

	Reference Year June 2022	June 2023	June 2024	Target 2026-27
Province	66%	74.9%	N/A	75%
RSB	66.4%	78.6%	83.8%	75%

Source: RSB results from Power BI Past Years Exam Results dashboard

OBJECTIVE 6: GRADUATION RATE FROM VOCATIONAL TRAINING AFTER THREE (3) YEARS

	Reference Year 2020-2021 2018-2019 Cohort	2021-2022 2019-2020 Cohort	2022-2023 2020-2021 Cohort	Target 2026-27
Province	80.9%	80.9%	83.6%	84.9%
RSB	82.8%	81.7%	92.3%	85.6%

Source: : Tableau de bord de l'éducation, « Diplomation en formation professionnelle », data collected Sept. 3, 2024

OBJECTIVE 7: PROPORTION OF SECONDARY STUDENTS ENROLLED IN CONCENTRATION PROGRAMS

	Reference Year 2022-2023	2023-2024	Target 2026-27
Province	44.6%	N/A	75%
RSB	38%	37%	69%

OBJECTIVE 8: IMPROVE THE CLIMATE OF CARING, WELL-BEING, AND STUDENT SAFETY.

	Reference Year 2022-2023	2023-2024	Target 2026-27
Province	N/A	N/A	100%
RSB	N/A	N/A	100%

Complementary Services

THE COMPLEMENTARY SERVICES DEPARTMENT HAS A FOUR-FOLD MANDATE:

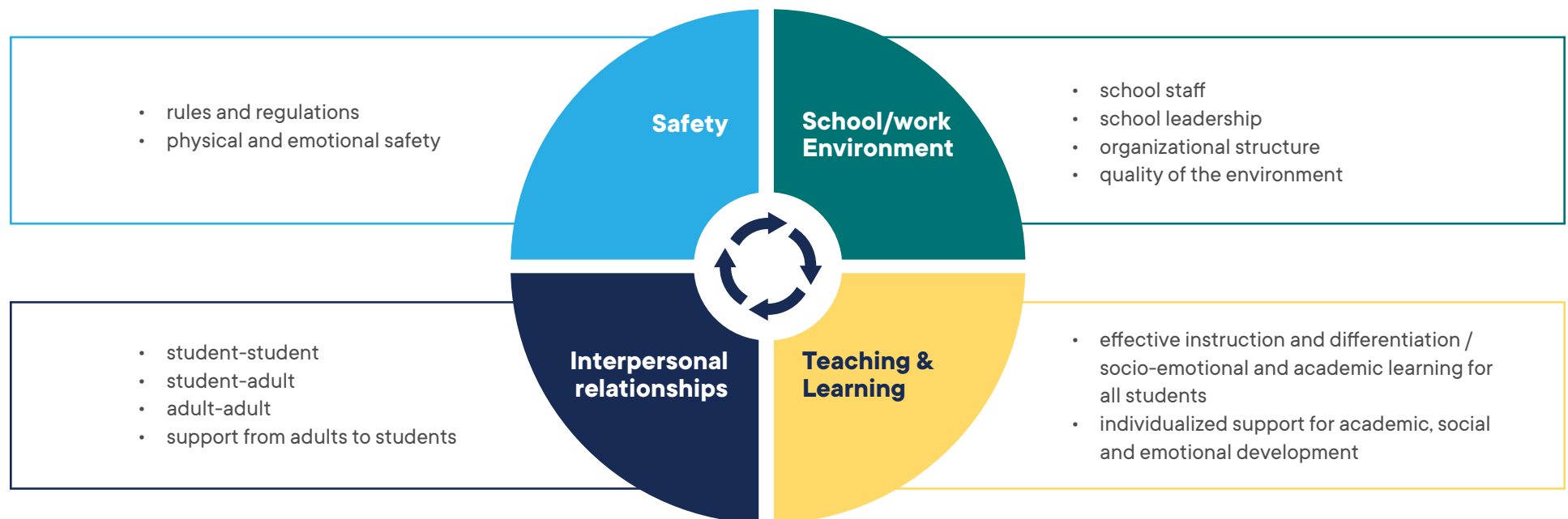
1. To provide direct and indirect services to students through a Response-to-Intervention (RTI) lens.
2. To support schools in optimizing the learning environment.
3. To support schools to foster a sense of belonging and build autonomy and capacity among students.
4. To offer prevention programs and professional development that promotes the health and well-being of students.

During the 2023-2024 school year, a collaborative effort was undertaken by all school board departments and key administrators which led to the identification of three strategic orientations. The complementary services department was best positioned to take the lead on one of these strategic orientations, which aims to **further develop safe, caring, and inclusive spaces for both staff and students**. All major projects undertaken over the next four years, and key decisions related to resource allocation will be aimed at positively impacting the targeted outcomes of this strategic orientation.

Our objectives and actions are centered around the four dimensions of school climate as depicted in the graphic below, freely translated from Beaumont, C. et Pelletier, M. (2021). *Trousse d'intervention pour le bien-être à l'école des jeunes élèves: Un guide pour le personnel scolaire qui intervient en 1^e, 2^e et 3^e année*. Faculté des sciences de l'éducation, Université Laval.

Throughout the 2023-2024 school year, the Complementary Services Team, in collaboration with school administrators, teachers, and support staff, continued to support Riverside's diverse student population within these four dimensions. We delivered tailored professional development and workshops for staff students, and parents based on identified needs. Differentiating practices to address both academic and social-emotional needs has been, and will remain, a key area of focus over the next few years.

4 dimensions of school climate that favour well-being at school/work



Another important area of focus is providing support for the implementation and monitoring of anti-bullying and anti-violence plans. These initiatives are crucial for fostering a safe and supportive environment where all students can thrive. We are dedicated to prevention strategies that emphasize ongoing sensitization and education in equity, diversity, and inclusion, ensuring that our schools are places where every individual feels respected and valued.

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One of our department's key functions involves collaboration within multi-disciplinary teams, ensuring that all schools receive consistent support for implementing tier 1 universal best practices. Our professionals prioritize classroom presence and whole-group intervention over individualized approaches whenever possible, reinforcing our commitment to inclusive education and broadening our impact and reach. In addition to this consultative and proactive role, our professionals also provide small-group and individual interventions and evaluations as required to ensure that students are able to progress in their academic, social, and emotional development.

We also continue to offer sustained support in our seven established regional programs which have specific mandates related to the learning profiles of the students they serve. In addition to these established programs, and in response to emerging needs in specific schools, we are collaborating with these schools to provide our expertise and support as they pilot small specialized resource classes within their building for students who require intense targeted support measures. Students in these groups receive more individualized support for part of the day while participating in their regular homeroom for the balance of the day. We will closely monitor the effectiveness of this model and will continue to adjust our services in all our schools to optimize available resources to the benefit of our students.

Finally, during our 2023-2024 strategic planning, we recognized the need to develop tools and strategies to measure our progress towards these objectives. While tools like the *Our School Survey* provide valuable indicators, the next school year will focus on refining these tools and developing new tools to ensure that we are able to monitor the effectiveness of our strategies and guide our future actions.



CET-A

On June 19, 2024, the Riverside School Board celebrated a significant milestone with the groundbreaking ceremony for the Centre of Expertise in Transport ACCESS (CET-A) project in Saint-Hubert. This event marked the official start of construction aimed at addressing the growing demand for skilled labor in the transportation industry by training a new generation of qualified professionals. Various board representatives and members of the transportation industry attended the ceremony, showcasing the collaborative effort in creating opportunities for students. The official opening is scheduled for 2025, reinforcing the commitment to developing a skilled workforce in Québec and across Canada.

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

The adult sector maintained steady enrollment, with over 5,000 students participating in Adult General Education and Vocational Training programs. Included in this substantial student population were registrants to the Ministère de l'Éducation (MEQ) initiatives, notably in francization and the "Offensive de Construction" program.

A key development in the 2023-2024 school year was the establishment of a new ACCESS centre in St. Hubert, known as the "Centre d'expertise en Transport ACCESS." This center enhances the delivery of specialized programs, including Automobile Mechanics, Heavy Vehicle Mechanics, Electric Vehicle Mechanics, and Starting a Business.

Throughout the ACCESS centers, educational projects were aligned with the priorities outlined in the Riverside School Board (RSB) strategic plan. The centres pursued objectives centered on three main areas:

1 Language Proficiency Improvement: Emphasis on enhancing language skills, particularly within vocational training programs, is essential. This initiative not only aids in students' academic success but also enhances employability in predominantly French-speaking work environments.

2 Optimizing Educational Tools: ACCESS centers are committed to advancing vocational training through data-driven decision-making, utilizing technological tools to improve educational outcomes and service quality.

3 Creating Safe and Supportive Learning Environments: A focus on fostering safe and caring spaces is integral to achieving broader educational goals. Initiatives across ACCESS centres, such as the development of a Civility Code, Mental Health Committee, and programs promoting Equity, Diversity, and Inclusion, are underway to support both student and staff well-being. Additional collaborations, like the YMCA's "16-20 the Zone" project, further contributed to a warm and inclusive learning atmosphere.

The ACCESS centres continue to drive these objectives forward, reinforcing an approach that prepares students for successful integration into the workforce and broader community life.

**Graduation Rate
in Vocational Training after
3 years 2022-2023**

92.3%

Annual Variation: +10.6 pts of %
(previous cohort: 81.7%)

Riverside's International Students Education (RISE)

The Riverside School Board's International Students Education (RISE) team is dedicated to expanding educational opportunities globally, showcasing RSB's programs to both youth and adult audiences worldwide. RISE plays a crucial role in supporting agents, students, and parents through the documentation process needed to study in Québec. The team also works diligently to connect youth students with caring host families, providing a supportive and enriching environment for their time abroad.

In the 2023-2024 school year, we welcomed 100 youth sector students. Among them, 50 enrolled for a semester or full year, while another 50 joined us for short-term stays of three weeks. These students represented 12 countries and territories, including Brazil, Colombia, France, Germany, Hong Kong, Iran, Italy, Mexico, China, Spain, Taiwan, and Vietnam. They attended three of our high schools (HRHS, CRHS, SLI) and three elementary schools. Additionally, 29 students enrolled in our vocational centers, with the majority studying at Cleghorn (21 students) in various programs like Accounting, Automotive Mechanics, LPN, Secretarial, Languages, and High School completion. Our adult students hailed from 16 countries, particularly from Cambodia, China, India, Colombia, Ecuador, Gabon, Hong Kong, Mexico, Nigeria, Peru, Rwanda, Mauritius, Pakistan, Philippines, Uganda, and Vietnam.

Our largest group of students came from European countries, a trend we anticipate will continue into the 2024-2025 academic year. We also conducted recruitment missions abroad to increase student numbers for the upcoming year.

Our community families continued to warmly welcome students, offering accommodations to enhance their cultural experience and care for them throughout their stay. In 2023-2024, 29 active host families hosted 66 students, while additional students stayed with families arranged by our partner, La Maison International de Montréal. We aim to expand our host family network within our community.

Throughout their Riverside experience, the RISE team provides ongoing support, ensuring students feel comfortable and valued. Testimonials from our students reflect that their time at Riverside is filled with meaningful friendships and lifelong memories.



Harold Napper School

Harold Napper celebrated its 50th Anniversary with a fantastic event! The school welcomed 800 visitors who shared their journeys and fond memories of HAPPY NAPPER. A heartfelt thank you to the vibrant community, the dedicated volunteers, and the classes for their beautiful 50th decorations.

SAE Business Services

Riverside School Board Business Services (SAE) is a dedicated team that delivers a range of workforce development programs across the Montérégie region, empowering workers with the skills needed for career advancement. Collaborating with diverse businesses and ACCESS teachers, SAE ensures top-quality training tailored to the needs of local industries. In the 2023-2024 school year, over 500 participants benefited from our training programs.

Since 2021, RSB has partnered with the New Frontiers School Board to expand both departments under the brand ForMont (Formation Montérégie).

The 2023-2024 training schedule included:

- 25 cohorts of ASP Health and Safety on Construction Sites (400+ participants)
- 2 cohorts of Forklift Training
- 2 cohorts of Automotive Mechanics (Level 5)
- 2 Bicycle Maintenance workshops
- 2 MMF courses
- 1 First Aid training session
- 8 Drone Flight courses at various levels



Material Resources

REAL ESTATE

28 buildings totaling 144,173 m ²	66 years average building age	20 Elementary schools
4 High schools	3 Centres	1 Board office

CAPITAL MAINTENANCE INVESTMENT 2023-2024

13 projects in 11 schools	12.8 M\$ investment
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EXTENSION PROJECT PQI 2024 - 2034

2 Projects: John Adams Memorial School and Harold Sheppard School	30.8 M\$ investment	2,027 projected opening
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MAINTENANCE SERVICES

2,241 Requests	78% Completed
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School Transportation



	No. of Students	No. of Vehicles	Cost	Daily KM
Bus & Mini Bus	7,306	87	\$8,482,870,88	12,971
Berlines	328	55	\$3,012,222.29	6,719
Adapted vehicles	20	6	\$76,730,29	511
Exclusive Daily Transportation	7,657	148	\$11,572,268,46	20,201
Allocation to Users	3	N/A	\$445	N/A
Integrated Daily Transport	1,372	N/A	\$520,756	N/A

PHASE 2 MTRANSPORT DEPLOYMENT

We have deployed the second phase of the Mtransport system, which allows for the tracking of students' attendance. Students are now equipped with a boarding card, and parents can now receive notifications on their smartphones through the Mtransport app. This tool promotes student safety during school transportation and helps reassure parents during their children's travel aboard school vehicles



Council of Commissioners

CHAIRMAN

DAN
LAMOUREUX



VICE CHAIRMAN DIVISION 10

CHRISTOPHER
CRAIG
Greenfield Park



DIVISION 1

PAMELA
BOOTH -
MORRISON
Belœil, Sorel-Tracy,
Varenes



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



ACSSSN PARENT-COMMISSIONER

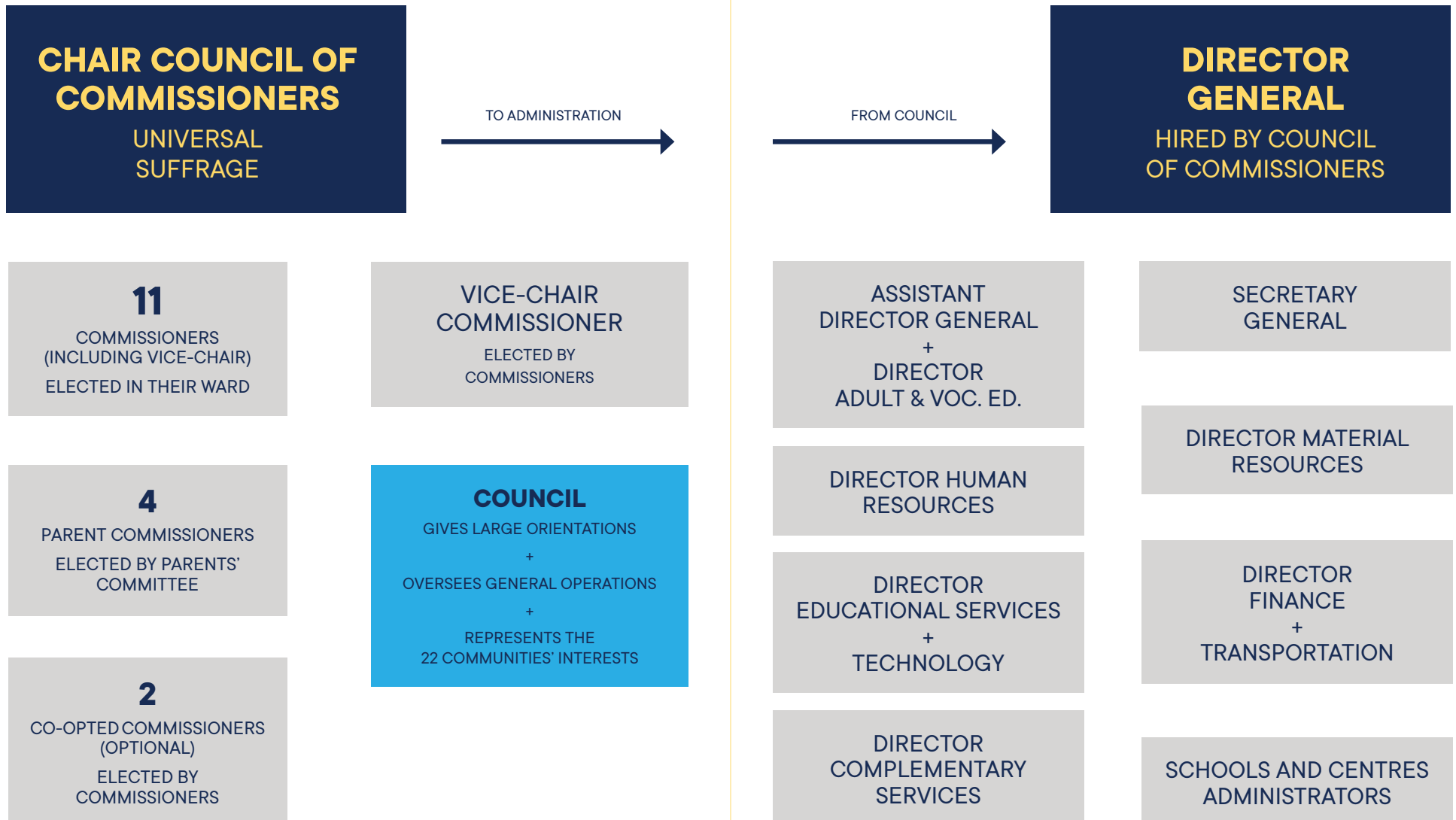
CARRIE ELLEN
RONNING



October 2023 to June 2024

Council and Administration

Organizational Chart



Our Schools

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

- 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

- 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



Heritage Regional High School CFER

The Centre de formation en entreprise et récupération (CFER) Heritage celebrated the inauguration of its largest investment since 2014 on May 14. This school-business, designed for young people aged 15 to 21 facing academic challenges, has acquired a new forklift truck to enhance training and support its operations. Partners attended the event to meet the students benefiting from this acquisition, tour the facilities, and learn about the social, economic, and environmental advantages of the program. Thank you to everyone who joined us in celebrating this significant milestone for CFER Heritage!



Human Resources

This past year, the Human Resources Department team focused on building a stronger, more supportive workplace for everyone and reinforcing the gains made the year prior.

As part of Riverside's Commitment to Success Plan, the strategic orientation of leading data informed decisions through optimal efficiency was recognized as a key driver to student success. Student file management, automation of course scheduling, and employee onboarding and orientation were prioritized as focal projects linked to this initiative across the Board. Efforts will continue into the 2024-25 school year.

The start of the year comprised of continued labour negotiations across all sectors of employees and concluded with the signing of the 2023-2028 collective agreements in June. Related changes led to extensive efforts by the payroll and staffing teams, who actively responded to the varied changes brought upon from the agreement signing.

We continued to offer our Employee and Family Assistance Program (EFAP) services and actively promoted Telemedicine resources to support employee health and wellness.

In partnership with local union groups, the Dispute Prevention and Resolution (DPR) framework and training was developed for staff; to enhance skills in managing workplace conflicts, navigating difficult conversations, and preventing and resolving interpersonal conflicts at work. This initiative aligned with the Ministère de l'Éducation (MEQ) and linked to La Commission des normes, de l'équité, de la santé et de la sécurité du travail (CNESST) legislative changes on Psychological Harassment in the Workplace, saw RSB Administrators and employees from all job categories participating in the in-house training, continuing into the 2024-25 school year.

Responding to staffing shortages and a limited pool of job applicants, Human Resources transitioned to a new comprehensive talent applicant system to improve our recruitment efforts. This shift had a direct impact enabling us to enhance our internal hiring processes and the candidate experience.

These hiring efforts, coupled with the continued partnership with initiatives the Association of Directors General of English School Boards of Québec (ADGESBQ) allowed us to welcome an additional nine (9) International teachers from France into our schools.

"Non - qualified" teachers remained a rare occurrence to fill some vacancies, as we continued to accept many student teachers into our classrooms from both anglophone and francophone universities, who once graduated return to work in our schools.

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 "non-qualified" 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).

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.

We extend our gratitude to all our administrators, consultants, and qualified teaching staff whose contributions were vital to the successful integration of these individuals into our classrooms.

We also extend our sincere gratitude to the Human Resources team for their outstanding commitment to the employees of Riverside throughout another intensive year.

APRIL 2023 TO MARCH 2024				
	Hours Worked	Overtime Hours	Total Hours Paid	Number of Employees for the Reporting Period
1 Administrators	150 569.48	0	150 569.48	88
2 Professionals	154 612.2	0	154 612.20	111
3 Nurses	0	0	0	0
4 Teachers	1 312 594.5	3295.67	1 315 890.17	1486
5 Office Staff, Technicians & Related Jobs	879 508.3	1758	881 266.30	1112
6 Peace Officers	0	0	0	0
7 Tradesmen and Maintenance and Service Personnel	107 907	1533.45	109 440.45	83
8 Students and stagiaires	0	0	0	0
TOTAL	2 605 191.48	6587.12	2 611 778.6	2880



Riverside School Board
Riverside School Board celebrated its 25th anniversary, reflecting on its journey since 1998 as a leader in education. Serving students across over 7,500 square kilometers, Riverside offers diverse programs, including French immersion and IB world schools, and ranks among the top five school boards in Québec. The event honored the dedicated staff, parents, and community partners who contributed to this success. To symbolize ongoing growth, a Sugar Maple tree was planted, representing Riverside's resilience and commitment to excellence in education for the next 25 years.

Ethics Officer's Report

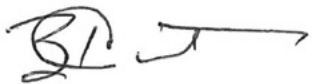
July 2, 2024

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 2023-2024 ending on June 30, 2024 is without incident or complaint.

Respectfully,



Bernard Huot
Ethics Officer
Riverside School Board

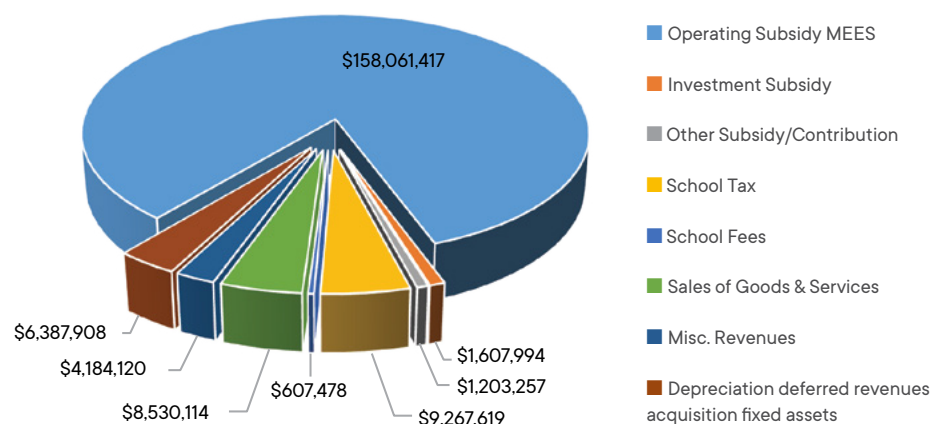
St. Mary's School

Congratulations to all the students who worked on the Design Project carried out by Mr. Boutin's. The event celebrated students' efforts in various design projects, including signature t-shirts made from initials, urban design exploring city architecture, a musical competition between AI-generated and student-created music, hats made from corrugated cardboard, and upcycled accessories promoting sustainability. Gratitude was expressed to colleagues Tim Yaworsky, Emily Ostheimer, Sheldon Sandy, and Jerzy Pasternac for their invaluable support in bringing this project to fruition.



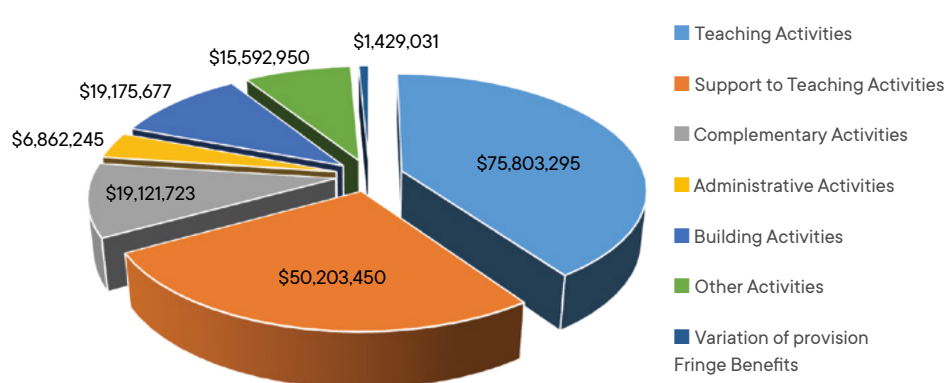
Distribution of Revenues

Revenues	Actual 2023-2024	Actual 2022-2023 Adjusted	var. \$
Operating Subsidy MEES	\$158,061,417	\$144,929,342	\$13,132,075
Investment Subsidy	\$1,607,994	\$17,560,182	(\$15,952,188)
Other Subsidy / Contribution	\$1,203,257	\$1,471,348	(\$268,091)
School Tax	\$9,267,619	\$8,852,635	\$414,984
School Fees	\$607,478	\$809,272	(\$201,794)
Sales of Goods & Services	\$8,530,114	\$8,929,848	(\$399,734)
Misc. Revenues	\$4,184,120	\$4,447,111	(\$262,991)
Depreciation deferred revenues acquisition fixed assets	\$6,387,908	\$10,954,109	(\$4,566,201)
Total revenues	\$189,849,907	\$197,953,847	(\$8,103,940)



Distribution of Expenditures

Expenditures	Actual 2023-2024	Actual 2021-2022 Adjusted	var. \$
Teaching Activities	\$75,803,295	\$75,690,084	\$113,211
Support to Teaching Activities	\$50,203,450	\$47,234,065	\$2,969,385
Complementary Activities	\$19,121,723	\$18,158,567	\$963,156
Administrative Activities	\$6,862,245	\$5,808,419	\$1,053,825
Building Activities	\$19,175,677	\$17,482,214	\$1,693,463
Other Activities	\$15,592,950	\$10,091,826	\$5,501,124
Variation of provision Fringe Benefits	\$1,429,031	\$40,297	\$1,388,734
Total charges	\$188,188,371	\$174,505,472	\$13,682,899
Surplus (Deficit) for the year	\$1,661,536	\$23,448,375	(\$21,786,839)



Extract from the audited TRAFICS June 30, 2024



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 2023-2024, 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.

