



ANNUAL REPORT

2024-2025

Réussir dans les deux langues!
Success in both languages!

www.rsb.qc.ca

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 decisionmaking, in dedication to social emotional well-being, educational excellence and success for all.

Riverside School Board serves more than 14,200 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.



The talented students of the St. Johns Elementary Drama Club delivered an incredible performance for their recent production of The Little Mermaid. Their energy, creativity, and teamwork brought the stage to life, leaving everyone in awe, making it a truly unforgettable show!

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.

ST. JOHNS

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BOUCHERVILLE ELEMENTARY

Celebrating our BES athletes at the SSIAA volleyball tournament!

Three banners won, showcasing dedication and a positive mindset. Congrats to all players— your hard work truly paid off! Go Blizzard!

REPORT FROM THE CHAIR AND THE DIRECTOR GENERAL

As we reflect on the 2024–2025 school year, we celebrate a year marked by accomplishments, challenges, and meaningful moments that define the Riverside School Board (RSB) community. Our schools, centers, and administrative services worked together to ensure that every student—regardless of age, ability, or learning profile—was supported in an equitable, inclusive, and safe learning environment.

This year, our service department leaders, school principals and center directors deepened their understanding of strategic planning and focused on effective implementation within their respective environments. These efforts are part of our ongoing commitment to optimizing services and administrative strategies to meet the diverse needs of our community.

We are especially grateful for the Ministry of Education's continued investment in student well-being, demonstrated through expansion projects at Harold Napper School and St. Lambert International High School/REACH. However, due to current budgetary constraints, the Ministry has postponed the approval of the following projects until further notice:

- William Latter Elementary School
- Harold Sheppard School
- John-Adam Memorial School
- Gymnasium at REACH Green School

We continue to promote our network of 4-Year-Old Kindergarten classes across our territory. Schools and centers have completed educational projects and developed new objectives aligned with our Commitment-to-Success Plan, always prioritizing the emotional, social, and academic development of our students. RSB remains steadfast in its commitment to equitable, accessible, diverse, and inclusive practices that welcome all students, staff, and families.

Professional development opportunities focused on Truth and Reconciliation were offered to school and center administrators, as well as teacher representatives. These sessions were led by Indigenous partners from Kahnawake, who shared over 200 years of history and the importance of reconciliation. Each school and each center received a plaque recognizing the ancestral territory and displaying an original work of art from Kahnawake, now proudly displayed in their facilities. We continue to strive toward a deeper understanding of RSB's diverse community and to create inclusive spaces where all voices are heard and respected.

We also acknowledge the newly appointed Council of Commissioners, sworn in on November 19, 2024. We continued the work begun by their predecessors. We thank the outgoing Council for their vigilant oversight in ensuring the health and safety of students and staff, while upholding rights and policies.

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 Boards 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 ongoing involvement in Governing Boards, Parents' Participation Organizations, the Parents' Committee, and the Advisory Committee for Students with Special Needs.

We recognize the strength of collaboration in educating and socializing our children, and in creating the best 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 learn and thrive. Together, we are stronger—and together, we create better learning opportunities for all.




Christopher Craig
Chairman
Riverside School Board




Chantale Scroggins
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:

- In addition to school team and individual teacher support, the Curriculum consultants delivered 62 professional development sessions aligned with the Commitment-to-Success Plan and Educational Projects to over 382 participants including teachers, administrators, and attendants.
- Continued support to early career teachers through the teacher induction and mentoring initiative with 18 mentors supporting 42 Year 1 teachers and 32 Year 2 teachers.



COLLABORATIVE EFFORTS:

- Strategic collaboration involving RÉCIT specialists, Library Professionals, and Curriculum Consultants significantly advanced the integration of literacy, numeracy, and technology across instructional practices.

- Librarians facilitated the purchase of 19,000 books and handled 238,240 library loans to support curriculum implementation such as CCQ and language development initiatives. They also implemented a new board wide activity, Battle of the Books, which helps promote bilingual literacy, enjoyment of reading and our library services.

The Librarians handled
238,240
library loans

- Summer school options for academic recovery and promotion were offered in collaboration with LEARN Quebec and Succès Scolaire.
- Supported 16 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 55 homeschooling families (84 students), 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 21,944 requests for technical assistance and repaired over 309 devices.



INFRASTRUCTURE IMPROVEMENTS:

- Updated servers, installed 17 Wi-Fi access points, and increased network speed to 10 Gbps.
- Replaced network routers in 12 network rooms.
- Installed 95 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 140 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.

DATA FOR THE ANNUAL REPORT ON THE COMMITMENT-TO-SUCCESS PLAN 2024-2025

The information presented below in relation to graduation rates refers to the most recent data provided by the Ministry, which is from the 2023-2024 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.

This year's results reflect the reinstatement of the standard weighting procedure where the Ministry examinations account for 50% of students' final grades. This change represents the removal of special adjustments implemented during the COVID-19 response, under which the Ministry exam weighting was temporarily reduced to 20% last year, and entirely waived the year prior.

OBJECTIVE 1

Rate of completion of a first diploma or qualification after seven (7) years of entering secondary school

	Reference Year 2020-2021 2014 Cohort	2021-2022 2015 Cohort	2022-2023 2016 Cohort	2023-2024 2017 Cohort	Target 2026-27 2020 cohort
Province	81.4%	84.1%	84.3%	82.4%	86.8%
Réseau public	79%	81.6%	81.8%	79.8%	N/A
RSB	88.5%	90.7%	94.2%	90%	90%

Source: Tableau de bord de l'éducation, « Diplomation et qualification au secondaire », data collected Sept. 2, 2025

OBJECTIVE 2

The success rate of boys

	Reference Year 2020-2021 2014 Cohort	2021-2022 2015 Cohort	2022-2023 2016 Cohort	2023-2024 2017 Cohort	Target 2026-27 2020 cohort
Province	80.1%	80.1%	80.3%	78.2%	82.5%
Réseau public	74%	74%	77.3%	75.3%	N/A
RSB	85.7%	87.6%	91.2%	87.4%	87%

Source: Tableau de bord de l'éducation, « Diplomation et qualification au secondaire », data collected Sept. 2, 2025

OBJECTIVE 3

The success rate of students with handicaps, social maladjustments or learning difficulties

Reference Year 2020-2021 2014 Cohort	2021-2022 2015 Cohort	2022-2023 2016 Cohort	2023-2024 2017 Cohort	Target 2026-27
Province (réseau public)	62.2%	62.2%	63%	60.5% 63.8%
RSB	73.6%	81.5%	90.2%	81.7% 75%

Source: InfoStat report 884000_PEV_R_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	2024-2025	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	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

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

Riverside School Board	Reference Year 2022-2023	2023-2024	2024-2025	Target 2026-2027
Grade 6: Percentage of students achieving at least 70% in both ELA and FSL final global results	75.3%	73.37%	74.85%	80%
Secondary 5: Percentage of students of achieving at least 70% in both ELA and FSL final global results	67.69%	68.48%	69.83%	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	June 2025	Target 2026-27
Province	66%	74.9%	N/A	N/A	75%
RSB	66.4%	78.6%	83.8%	74.78%	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	2023-2024 2021-2022 Cohort	Target 2026-27
Province	80.9%	80.9%	83.6%	83.3%	84.9%
RSB	82.8%	81.7%	92.3%	90.3%	85.6%

Source: Tableau de bord de l'éducation, « Diplomation en formation professionnelle », data collected Sept. 2, 2025

OBJECTIVE 7

Proportion of secondary students enrolled in concentration programs

Reference Year	2022-2023	2023-2024	2024-2025	Target 2026-27
Province	44.6%	N/A	N/A	75%
RSB	38%	37%	36%	69%

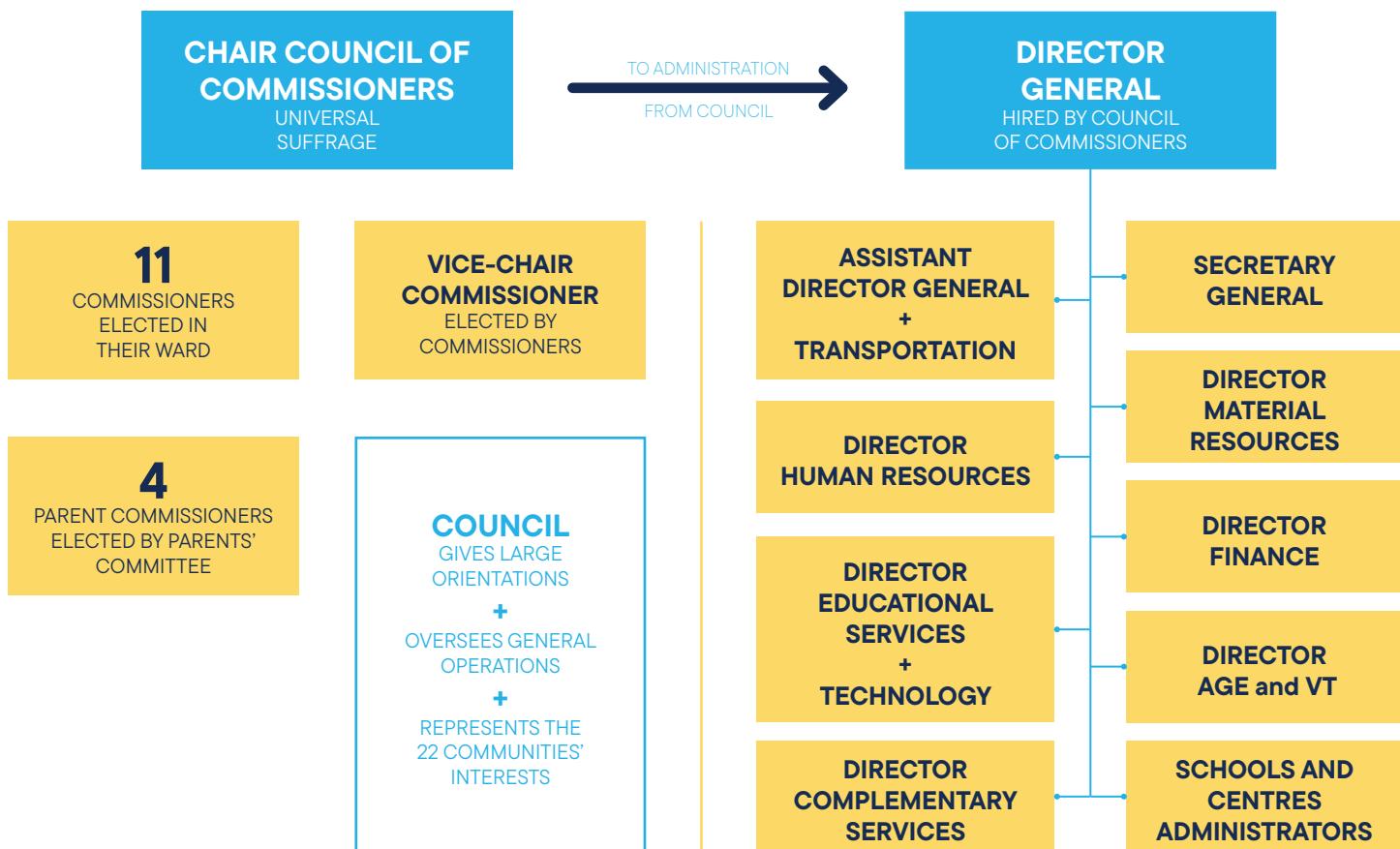
Source: GPI/Jade, “category of a particular program”, data collected Sept. 2nd, 2025

OBJECTIVE 8

Improve the climate of caring, well-being, and student safety

Reference Year	2022-2023	2023-2024	2024-2025	Target 2026-27
Province	N/A	N/A	N/A	100%
RSB	N/A	N/A	N/A	100%

COUNCIL AND ADMINISTRATION ORGANIZATIONAL CHART



HAROLD NAPPER

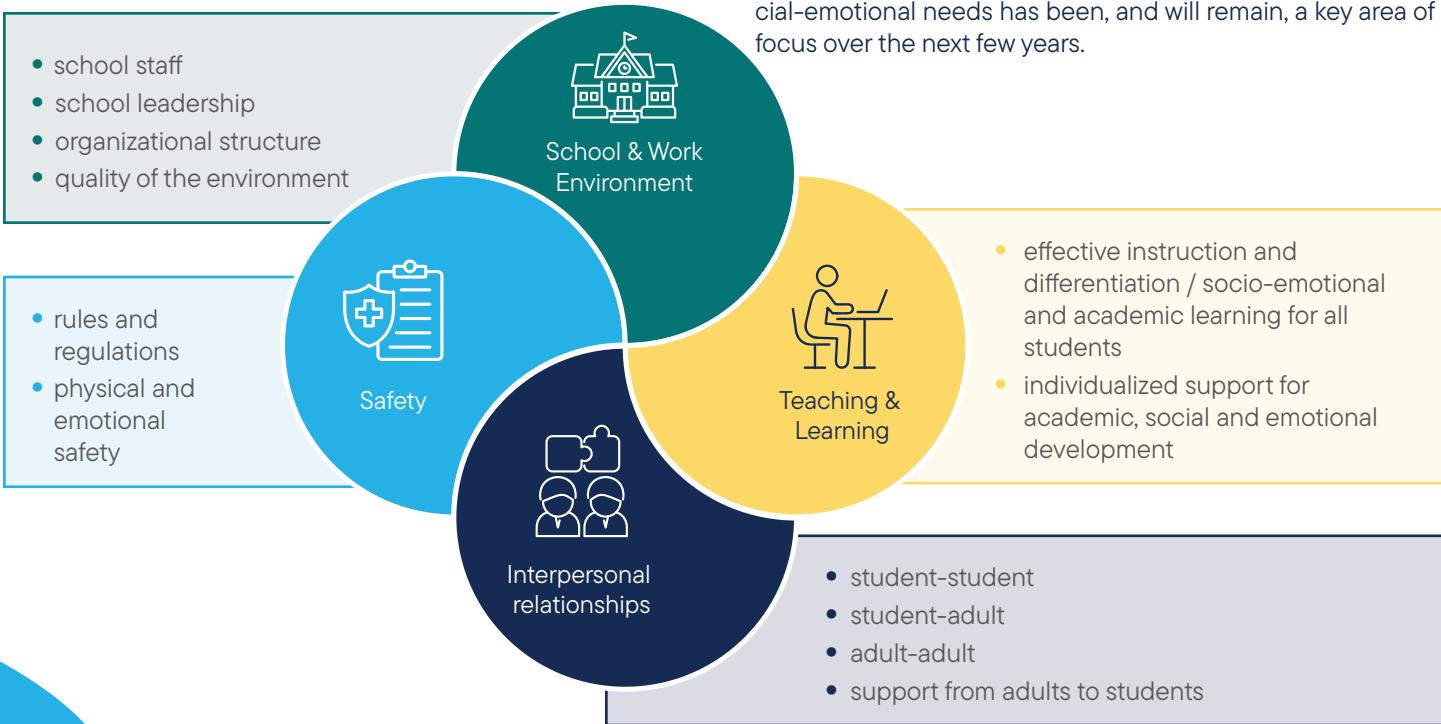
Harold Napper School welcomed Elder Deborah Delisle and Singing Wind Deer from the Kanien'kehaka Nation. Students and staff learned about Mohawk culture, acknowledged the history of residential schools, and wore orange to honor survivors and those who never returned. We also read a Land Acknowledgement, affirming our commitment to building respectful relationships with Indigenous peoples.

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.

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



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 during the 2024-2025 school year, and key decisions related to resource allocation, have been aimed at positively impacting the targeted outcomes of this strategic orientation.

Our objectives and actions remain 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 1e, 2e et 3e année. Faculté des sciences de l'éducation, Université Laval*.

Throughout the 2024-2025 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.

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.

Over the past year, our department was tasked with implementing numerous directives from the Ministry. These interventions were structured around four mandated axes: documentation, training, awareness-raising, and support. Our role was to ensure that information was effectively communicated and that directives were properly followed. To support these efforts, we developed and adapted various tools, resources, and service offerings for reporting, monitoring, and training purposes.

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.

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. It is also important to note that we could not have such an important impact on student success and well-being without the collaboration with the larger community, the public health sector and the local community organizations. These essential partnerships continue to develop as our project development officers cultivate these relationships year after year, supporting student success and contributing to the vitality of our schools through community, family and student engagement.

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 have expanded our service delivery models to resource-type classes which allow for more individualized and targeted intervention, while still providing opportunities for inclusion within the regular classroom. This serves as an example of our capacity and strong determination to adapt to students' evolving needs and optimize available resources to the benefit of our students.

Finally, during the 2024-2025 school year, we recognized the need to better link the objectives and targets to meaningful data which can be challenging given that well-being is largely defined through individuals' perception. While we were able to extract relevant data from the Our School Survey which strictly measures student perception, we will continue to analyze other sources such as student absenteeism, student success and number of violence incidents, to complete the portrait of our schools and adjust decisions and actions accordingly.



GOOD SHEPHERD

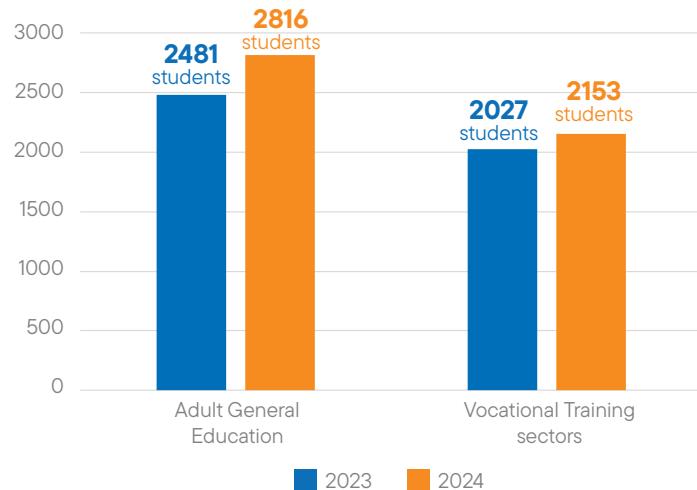
Our K4 class joyfully celebrated their 100 days of school! The students enjoyed fun activities, crafts, and special lessons highlighting their incredible journey so far. It was a day filled with excitement, learning, and pride in how much they've accomplished together.

ADULT GENERAL EDUCATION (AGE) AND VOCATIONAL TRAINING SERVICES (VT)

Enrolment Growth

This year there has been an increase in enrolment across both the Adult General Education and Vocational Training sectors.

Some of the growth is attributed to the elaboration of our Distance Education course offerings and variation of in-person and virtual classes in both Adult General Education and Vocational Training. Our course offerings were also expanded with the new partnerships with Champlain College in the offer of the Adam's P.A.C.E. program and along with sectorial partnerships in vocational training in Electric Vehicle Mechanics, Health, and Bricklaying programs.



Infrastructure, Expansion & New Programs

The construction of our new Centre of Expertise in Transport – ACCESS (CET-A) began in 2024. Throughout the construction phase parts of the building remained open to support student learning in various automotive programs. The Heavy Vehicle Mechanics program saw its debut with our first cohorts starting in both French and English in 2024. The ACCESS centres continue to look to diversify its offering of transport in the region with program authorization requests submitted for Marine Mechanics, Seamanship operations training and Stone Carving programs. New vocational training programs were also offered in the health sector with the authorization to offer the Medical Device Reprocessing program. Partnerships and collaborations with service centres and health institutions helped ensure the successful debut of the program.



CET-A

Shaping the next generation of Automobile Mechanics with our Student for a Day event at our Centre of Expertise in Transport-ACCESS.

Enrichment Opportunities

Our students in Auto Mechanics and Bricklaying programs had the opportunity to participate in the Regional Vocational Training Olympiads that saw participants qualify for provincial, national, and worldwide competitions – congratulations to the teams and coaches.

Strategic Orientation

SAFE, CARING AND INCLUSIVE ENVIRONMENTS

ACCESS continues its work forward in creating safe, caring, and inclusive spaces either it be through a realm of student activities outside the classroom and in creation of spaces such as the Wellness Room, Oasis Room, and the Zone 16-24 YMCA Room.

Our teams continue the work in elaborating civility codes that help ensure a positive learning and work environment for all.



ACCESS ROYAL OAK

A stunning final project crafted by the talented Bricklaying students at ACCESS Royal Oak.



ACCESS BROSSARD

Lunar New Year celebrations at ACCESS Brossard – a time for joy, culture, and connection.



ACCESS DARWIN

Highlighting the exciting world of Power Engineering at a local Career Fair

RIVERSIDE'S INTERNATIONAL STUDENTS EDUCATION (RISE)



Riverside International Student Education
Services aux élèves internationaux de Riverside

In 2024–2025, RISE welcomed **96 youth sector students** from **14 countries**, including Argentina, Brazil, Colombia, Germany, Japan, Mexico, Morocco, and Vietnam. Of these, **70 enrolled** for a semester or full year, while **26 participated** in short-term programs. Students attended three high schools (HRHS, CRHS, SLI) and three elementary schools.

In the adult and vocational sector, **40 students**—mainly at **ACCESS Cleghorn**—pursued studies in programs such as Accounting, Automotive Mechanics, LPN, Secretarial Studies, Languages, and High School Completion. These students represented **16 countries**, notably Cambodia, China, India, Morocco, Nigeria, and Tunisia.

The RISE team continues to strengthen Riverside School Board's global presence by promoting its programs and supporting students, agents, and families through every step of the study process in Québec.

96
youth sector
students from
14 countries

40
students in the adult
and vocational
sector

Recruitment and Growth

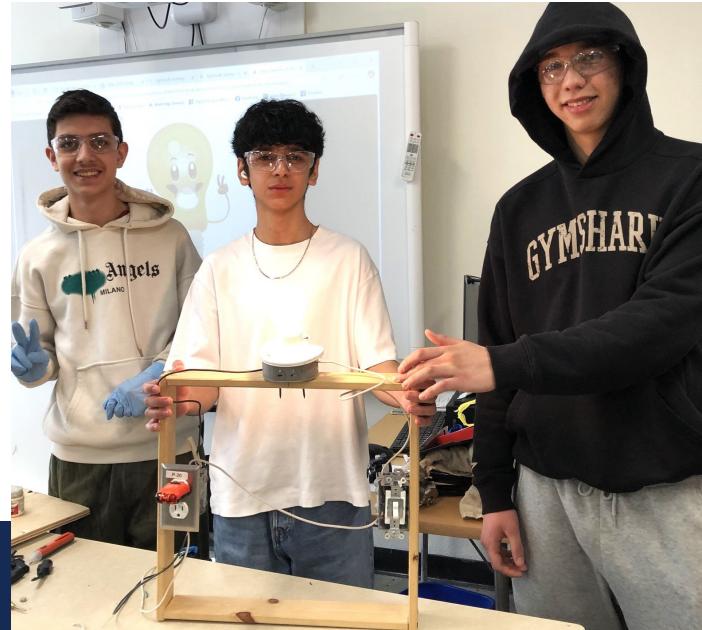
European countries remained our strongest recruitment region, and this trend is expected to continue in **2025–2026**. To support future growth, RISE conducted **six international recruitment missions** during the year.

Host Family Network

Our community of **35 active host families** welcomed **82 students**, with additional placements arranged through **La Maison Internationale de Montréal**. The program remains a cornerstone of the RISE experience, offering students a safe, caring, and culturally enriching stay.

Student Experience

Throughout their time at Riverside, international students receive continuous guidance and personalized support. Their testimonials highlight strong friendships, cultural exchange, and memorable learning experiences.



ACCESS CLEGHORN

Empowering our Adult Education students to boost their confidence and life skills for a brighter future!

SAE BUSINESS SERVICES

Workforce Development

Riverside School Board's Business Services (SAE) delivers training across the Montérégie region, helping workers and employers develop essential skills for the evolving job market. In 2024–2025, more than 500 participants benefited from customized training programs designed in partnership with local industries and ACCESS instructors.



ForMont Partnership



Since 2021, RSB has partnered with the New Frontiers School Board under the joint brand ForMont (Formation Montérégie) to extend its impact and training reach.

PROGRAMS OFFERED

The 2024–2025 training calendar included:

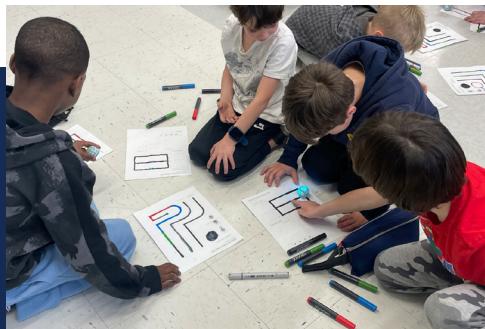
- 27 cohorts of ASP Health & Safety on Construction Sites (400+ participants)
- 2 cohorts of Workplace French
- 1 cohort of Forklift Training
- 2 cohorts of Electric Vehicle Mechanics
- 4 MMF courses
- 1 Bus Driver program
- 10 Drone Flight courses (various levels)

LOOKING AHEAD

Both RISE and Business Services continue to expand Riverside School Board's local and international impact. Their joint efforts reflect our ongoing commitment to academic excellence, global engagement, and community partnerships.

ST. LAMBERT ELEMENTARY

Grades 1 and 2 English students applied their learning about environmental artist Andy Goldsworthy by creating their own natural art on Earth Day. They worked together outdoors to build beautiful, eco-friendly sculptures.



WILLIAM LATTER

The Cycle 1 students at William Latter School had an exciting experience with a workshop led by McGill Let's Talk Science! They explored the basics of coding using our school Ozobots, sparking their curiosity and creativity. A fantastic introduction to the world of technology!

MATERIAL RESOURCES

The Riverside School Board owned 28 buildings, totaling 144,173 m², with an average age of 66 years.

During 2024-2025, the Riverside School Board invested approximately \$10.5 million in major capital projects to maintain real estate assets and carried out 17 renovation projects in 12 schools. The scope of these projects included the envelope restorations, interior renovations and projects dedicated to improving existing mechanical systems within our buildings.

The projects were executed while respecting the expenditure restrictions that have been recently implemented by the Minister of Education of Québec as a cost control measure on capital expenditures.

In addition to the spending restrictions imposed on the capital investment maintenance projects, four extension projects (ajout d'espace) that were previously authorized to move forward under the PQI, were also put on pause until further notice.

These projects include:

- Extension for 12 classes at Harold Sheppard School
- Extension for 18 classes at John Adam Memorial School
- Extension for 24 classes at William Latter School
- New gymnasium at REACH Green School

The extensions at Harold Napper School and Saint- Lambert International High School are on-going and are planned to be delivered in January 2026 and August 2026, respectively.

Concerning the Operations division of the Material Resources Department, 2246 GRDS requests were received during 2024-2025 and 90% of these requests have been treated to date.

Furthermore, the Material Resources Department is transitioning from entering GRDS request through GRICS software to having these requests be entered directly in Maximo software. To date, six (6) schools are already using Maximo for service requests (Good Shepherd, Harold Napper, Royal Charles, John Adam Memorial, St. Lawrence / Champlain and St. Lawrence / St. Raymond).

REAL ESTATE

- 28 buildings totaling 144,173 m²
- 66 years average building age
- 20 Elementary schools
- 4 High schools
- 1 Board office
- 3 Centres

CAPITAL MAINTENANCE INVESTMENT

- 17 projects in 12 schools
- 10.5 M\$ investment

MAINTENANCE SERVICES

- 2246 Requests
- 90% Completed

EXTENSION PROJECTS PQI

- 2 Projects On-going : SLI and Harold Napper
- 4 Projects Paused



Harold Napper School



Saint-Lambert International High School

ETHICS OFFICER'S REPORT

July 6, 2025

Christopher Craig
Chair
Riverside School Board
7525 Chemin de Chambly
Saint Hubert, Qc
J3Y 0N7
Canada

JOHN ADAM MEMORIAL

HAPPY 60th JAMMERS!!! The whole school celebrated with inflatables and treats. Congratulations to the kindergarten classes for winning the John Adam Kahoot trivia! A big thank you to everyone who helped make this day soooo fun!



Mr Chair,

As per my obligation regarding Section 11.2 of the Code of Ethics and Professional Conduct for Commissioners, please be advised that my Annual Report for the year ending, June 30, 2025 is without incident or complaint.

Respectfully,

A handwritten signature in black ink, appearing to read 'BH' followed by a stylized surname.

Bernard Huot
Ethics Officer
Riverside School Board



HERITAGE REGIONAL

Battle of the Books was a thrilling book trivia competition designed to promote literacy through teamwork, and it did not disappoint! Every Riverside high school was proudly represented by a team of 8 passionate readers, who faced off in a fierce yet friendly battle of brains and books. Congrats to HRHS Team who won 1st Place!

COUNCIL OF COMMISSIONERS

FROM JULY 1, 2024,
TO NOVEMBER 2, 2024.



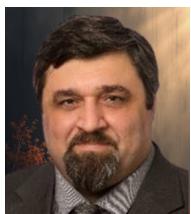
Dan Lamoureux
Chair of the
Council of
Commissioners



Christopher Craig
Vice-Chair
Ward 10
Parent-Commissioner



Pamela Booth Morrison
Commissioner
Ward 01



Fadi Tawil
Commissioner
Ward 02



Charles Horrell
Commissioner
Ward 03



Anna Capobiancoskipworth
Commissioner
Ward 04



Lesley Llewelyn Cuffling
Commissioner
Ward 05



Henriette Dumont
Commissioner
Ward 06



Matthew Mazur
Commissioner
Ward 07



Margaret Gour
Commissioner
Ward 08



Kevin Ross
Commissioner
Ward 09



Patrick Michaud
Commissioner
Ward 11



Theresa Aguiar
Secondary
Parent-Commissioner



Neela Parsnani
Elementary
Parent-Commissioner



Carrie Ellen Ronning
ACSSN
Parent-Commissioner



David Fournier
At large
Parent-Commissioner



ST. LAWRENCE

Four Grade 2 classes from St. Lawrence School collaborated with artist Maria Ezcurra to create a Tree of Life at the entrance of St. Raymond's Pavilion. During two workshops, students explored themes of migration, community, creativity, and environmental issues through art. They eagerly made their own creations—birds, insects, animals, fruit—and added them to the tree installation.

FROM NOVEMBER 3, 2024,
TO JUNE 30, 2025



Christopher Craig
Chair of the
Council of
Commissioners



Theresa Aguiar
Vice-Chair and
Secondary
Parent-Commissioner



Pamela Booth Morrison
Commissioner
Ward 01



Fadi Tawil
Commissioner
Ward 02



Cheryl Courtney
Commissioner
Ward 03



Jacob Charbonneau
Commissioner
Ward 04



Lesley Llewelyn Cuffling
Commissioner
Ward 05



Henriette Dumont
Commissioner
Ward 06



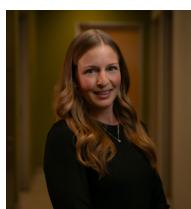
David Fournier
Commissioner
Ward 07



Giovanni Giummarrra
Commissioner
Ward 08



Kevin Megin
Commissioner
Ward 09



Laura Saldanha
Commissioner
Ward 10



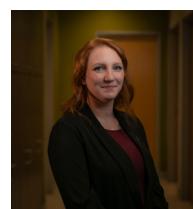
Patrick Michaud
Commissioner
Ward 11



Carrie Ellen Ronning
Elementary
Parent-Commissioner



Natalie Noureldin
ACSSN
Parent-Commissioner



Melissa Parent
At large
Parent-Commissioner



TERRY FOX

The mural is now complete! Cycle 3 finished their artwork under the inspiring guidance of artist Peter Gibson. If you pass by Terry Fox School, be sure to stop and check out their beautiful, collaborative creation!

OUR SCHOOLS

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, Beloeil (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

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

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

4 and 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

REACH



Welcome K4! REACH students, along with ACCESS Centre Ventures students and the Challenges group, helped prepare special bags for our new K4 cohort. A big thank you to ARC Youth Services, MEPEC, and MWCN for their support in making this happen!

Riverside School Board is home to more than **14,200 STUDENTS** in **19** elementary schools, **4** high schools and **5** adult education and vocational training centres, servicing **80** municipalities.

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

SAINT-LAMBERT INTERNATIONAL

Buzzing with Brilliance: SLI 18th Annual Spelling Bee! Top 23 students from SLI Secondary 1 to 3 showcased their spelling prowess in 22 exciting rounds filled with challenging words. An unforgettable celebration of skill and perseverance!

Its territory spans more than **7,500 KM²**

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 60 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.



ST. JUDE

Huge thanks to Cameron for his generosity! He started a GoFundMe and raised over \$700 to buy books for Mme. Mélissandre's classroom library, inspired by her love of reading. His kindness shows how gratitude can create a difference for the whole class and support for a teacher.



HUMAN RESOURCES

The 2024–2025 school year presented both challenges and opportunities for the Human Resources Department, as we continued to navigate a competitive recruitment landscape, staffing shortages, and evolving legislative requirements.

A particularly complex element this year was the implementation of the provincial hiring freeze (gel d'embauche) in November 2024. While replacements for direct student-facing roles were supported, the replacement of non-direct student facing roles required MEQ exemptions. This limited flexibility significantly impacted our ability to respond to growing personnel needs in a timely manner. Despite these constraints, the department remained focused on driving operational efficiency, innovation, and workforce resilience.

In addition to internal efforts, we continued our partnership with the Association of Directors General of English School Boards of Québec (ADGESBQ) and QESBA; we welcomed an additional five (5) international teachers from France, contributing to the cultural and professional richness of our staff. This brings our total to 16 French teachers recruited internationally over the last two years.

When certified Québec teachers (holders of a Brevet) were not available, we continued to follow strict hiring criteria for non-qualified candidates. These included:

- Teachers certified in other provinces or countries
- Individuals with relevant university degrees
- Advanced education students nearing certification (3rd/4th year or MATL)
- Subject-matter experts with formal training and/or relevant experience

We remain deeply committed to maintaining high standards across hiring for all job categories, and are grateful to our administrators, consultants, and teaching staff for their role in mentoring and integrating new hires.

In alignment to Riverside's Commitment-to-Success Plan, we also deepened our strategic orientation focus on optimizing efficiency by working cross-functionally across departments. This collaborative effort led to project proposals in student file management, automation of scheduling for ACCESS adult education, as well as enhancements to our hiring and onboarding processes. These initiatives support our long-term goal of making data-informed decisions to drive student success.

To continue to support employee wellness, we continued to promote the Employee and Family Assistance Program (EFAP) and Telemedicine services, in addition to encouraging staff pension and financial planning virtual webinars through a third-party vendor.

We expanded our training offerings under the Dispute Prevention and Resolution (DPR) framework, providing bilingual staff training across all job categories to strengthen their skills in navigating difficult conversations and resolving workplace conflicts. The initiative will continue into the 2025–2026 school year as part of our commitment to fostering a respectful and psychologically safe work environment.

We extend our sincere thanks to the Human Resources team and all Riverside employees who supported these important initiatives. Your dedication has been essential to building a more efficient, resilient, and supportive workplace.



ST. MARY'S

What an amazing spring concert showcasing our talented students! Thank you to Mr. Pasternak for guiding their musical journey, and a special thanks to the South Shore Educational Foundation for the grant to buy new instruments!

APRIL 2024 TO MARCH 2025

	Hours Worked	Overtime Hours	Total Hours Paid	Number of Employees for the Reporting Period
Administrators (cadre)	184 098.10		184 098.10	90
Professionals	178 899.01	212.85	179 111.86	118
Nurses				
Teachers	1 440 404.68	969.00	1 441 373.68	1 533
Office Staff, Technicians & Related Jobs (support)	957 338.04	1 493.96	958 832.00	1 130
Peace Officers				
Tradesmen and Maintenance and Service Personnel	154 623.38	1 324.70	155 948.08	7
Students and stagiaires				
TOTAL	2 915 363.21	4 000,51	2 919 363.72	2 878

MOUNTAINVIEW

Our students enjoyed a fun-filled time sliding and playing outside at Copping Park during Phys-Ed! Their enthusiasm and energy truly brought the day to life.



COURTLAND PARK INTERNATIONAL

No weed is too big for CPI K4 kids! They're busy cleaning up the garden, making it ready for planting season. A new Kinder-Garden adventure is just around the corner!

SCHOOL TRANSPORTATION

	No. of Students	No. of Vehicles	Cost	Daily KM
Exclusive Daily Transportation	7,470	151	11,807,198.19 \$	19,887
Bus & Mini Bus	7,105	84	8,317,913.08 \$	12,238
Adapte mini bus/berline	15	6	266,609.71 \$	449.2
Type of Vehicle: Berlines	350	61	3,222,325.76 \$	7,155.6
Allocation to Users	0	N/A	349.64 \$	N/A
Integrated Daily Transport	1,403	N/A	234,867.35\$	N/A

Phase 2 mTransport

After deploying the first phase of the mTransport system, we would now like to move toward making mTransport a mandatory application on our school buses and berlines — starting with elementary schools and eventually extending to high schools.



HAROLD SHEPPARD

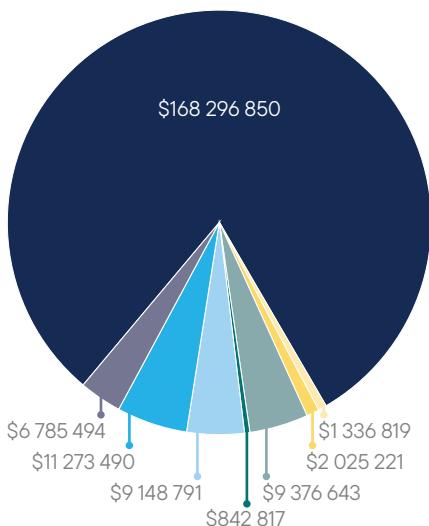
Harold Sheppard accepted the Take Me Outside Winter Challenge! Students took part in the Gummy Bear Rescue relay, pulling each other to find gummy bears hidden in the snow. It was a fun and active way to embrace the outdoors and enjoy the winter weather together!

DISTRIBUTION OF REVENUES AND EXPENDITURES

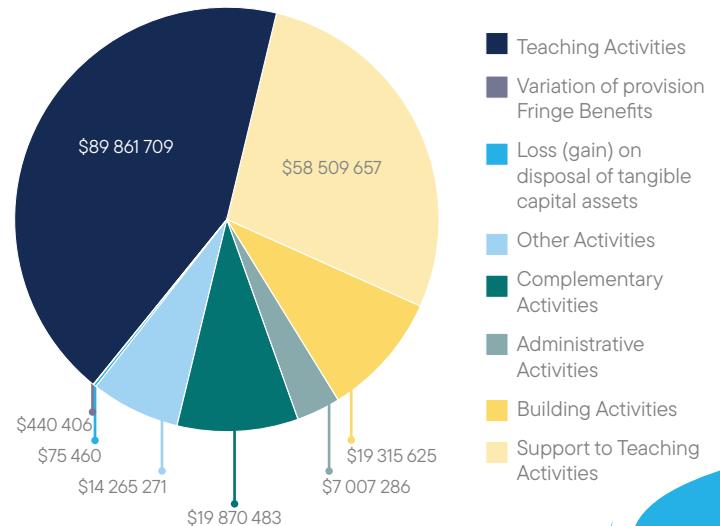
Revenues	Actual 2024-2025	Actual 2023-2024	var. \$
Operating Subsidy MEES	\$168 296 850	\$158 061 417	\$10 235 433
Investment Subsidy	\$1 336 819	\$1 607 994	(\$271 175)
Other Subsidy / Contribution	\$2 025 221	\$1 203 257	\$821 964
School Tax	\$9 376 643	\$9 267 619	\$109 024
School Fees	\$842 817	\$607 478	\$235 339
Sales of Goods & Services	\$9 148 791	\$8 530 114	\$618 677
Misc. Revenues	\$11 273 490	\$4 184 120	\$7 089 370
Depreciation deferred revenues acquisition fixed assets	\$6 785 494	\$6 387 908	\$397 586
Total revenues	\$209 086 125	\$189 849 907	\$19 236 218

Expenditures	Actual 2024-2025	Actual 2023-2024	var. \$
Teaching Activities	\$89 861 709	\$75 803 295	\$14 058 414
Support to Teaching Activities	\$58 509 657	\$50 203 450	\$8 306 207
Complementary Activities	\$19 870 483	\$19 121 723	\$748 760
Administrative Activities	\$7 007 286	\$6 862 245	\$145 041
Building Activities	\$19 315 625	\$19 175 677	\$139 948
Other Activities	\$14 265 271	\$15 592 950	(\$1 327 679)
Variation of provision Fringe Benefits	\$440 406	\$1 429 031	(\$988 625)
Loss (gain) on disposal of tangible capital assets	\$75 460	\$0	\$75 460
Total charges	\$209 345 897	\$188 188 371	\$21 157 526
Surplus (Deficit) for the year	(\$259 772)	\$1 661 536	(\$1 921 308)

DISTRIBUTION OF REVENUES



DISTRIBUTION OF EXPENDITURES



GREENFIELD PARK PRIMARY INTERNATIONAL

Proud of GPI Grade 6 students for their dedication during the IB Exhibition. They explored topics they care about, took meaningful action, and showed creativity, teamwork, and perseverance. Their work reflects core values of empathy, respect, and ethical leadership, inspiring us all.



MOUNT BRUNO

What Really Matters

Mrs. McClay faced her skin treatment openly, sharing her journey with her students.



Instead of hiding, she taught them about courage and vulnerability. The students responded with kindness and understanding, discovering that true beauty lies in resilience and connection.

Together, they created a classroom built on empathy, teaching everyone a powerful lesson: what's inside matters most.



CENTENNIAL REGIONAL

CRHS Career Fair is a fantastic opportunity for students to explore a wide range of careers and discover their passions. It's an inspiring event that helps young minds imagine their future and see the endless possibilities ahead!

CEDAR STREET SCHOOL

Cedar Street students and staff participated in a heartfelt Remembrance Day ceremony, featuring artwork, poetry, and a speech by Major Donald Viel, a former Cedar Street father, who shared his military journey.



ROYAL CHARLES

Grade 3 and 4 students at Royal Charles School attended a successful safety presentation on the importance of wearing helmets.

Simon from "Never Without My Helmet" inspected helmets for fit and safety, providing new ones when needed. The session highlighted proper helmet use and injury prevention—keeping safety a top priority!



ACT TO FACILITATE THE DISCLOSURE OF WRONGDOINGS RELATING TO PUBLIC BODIES

As a result of the adoption of Bill 53 which amended the "Act to facilitate the disclosure of wrongdoings relating to public bodies", disclosures of wrongdoings are made, since November 30, 2024 to the "Public Protector". Up until that date, disclosures were made to the person appointed by Council to receive disclosures which was the Secretary General. For the period between July 1, 2024 to November 30, 2024, no disclosures were received. Nevertheless, the Secretary General has been designated as the person in charge of Ethics and Integrity at Riverside School Board.