



Annual report **2018-2019**

RIVERSIDE
SCHOOL BOARD

Our mission

Riverside School Board is committed to providing a stimulating and caring environment, which enables all students to achieve personal success.

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.





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REPORT FROM THE CHAIR & *the director general*

We are pleased to present Riverside School Board's Annual Report for the 2018-2019 school year. It contains important information about our school board's operations ranging from a report on our Commitment-to-Success Plan, our situation with regards to our commitment to maintain a bully-free and violence-free environment, our financial statement, the Ombudsman report and many more. But first, here is a brief summary of our services and departments' highlights.

DAN LAMOUREUX

Chairman
Riverside School Board

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



EDUCATIONAL

services

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

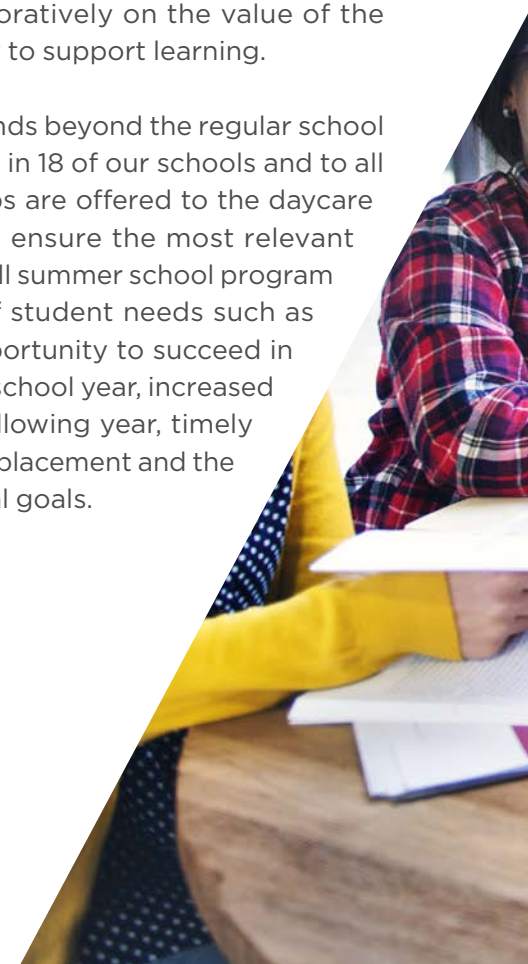
Within the Educational Services Department, the Curriculum Team is essential to the ongoing support of schools through the fostering of strong professional collaboration centered on student success. The curriculum consultants provide professional development aligned with the Commitment-to-Success Plan,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

The year 2018-2019 marked the growing strength of the School Success Teams, a board-wide, long-term professional collaboration endeavour involving all elementary and high schools. These teams, one per school, are comprised of the administrator(s), teachers

and other staff members working together for enhanced student success. In 2018-2019, these teams were instrumental in steering the development of the Educational Project and Action Plan within each school. More than ever, School Success Teams were required to find ways to consult and extend collaboration with other stakeholders in their schools.

In 2018-2019, in collaboration with the Technology department and the adult education provincial RÉCIT, Educational Services also brought together school and centre teams board-wide through the Technology Planning Committee, this in support of the Digital Action Plan. Through regular meetings in cohorts of multiple school and centre teams at a time, administrators and teachers from all Riverside schools and centres reflected collaboratively on the value of the pedagogical integration of technology to support learning.

The work of Educational Services extends beyond the regular school schedule. Daycare services are offered in 18 of our schools and to all of our elementary clientele. Workshops are offered to the daycare staff throughout the year in order to ensure the most relevant practices are explored and shared. A full summer school program is available to serve a wide variety of student needs such as the reinforcement of learning, the opportunity to succeed in courses not passed during the regular school year, increased levels of success in the subject the following year, timely promotion, optimal program or course placement and the achievement of academic and personal goals.



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



working together

COMPLEMENTARY

services

During the 2018-2019 school year, the Complementary Services Team, in collaboration with school administrators, teachers and support staff, continued to address the increasing number of students with various exceptionalities in all spheres of school life including academic and social/emotional growth and well-being.

Supporting teacher proficiency in the area of language development continued to be an area of focus. Speech and Language Pathologists (SLP) developed and presented a new intervention model to all elementary schools in preparation for the 2019-2020 school year. The objective was to provide professional development to teachers, and to provide to as many students as possible, research based prevention models and intervention strategies. The model will be implemented in the 2019-2020 school year.

The Special Education Consultant team developed a new Individualized Education Plan (IEP). Sixteen of our elementary schools piloted the new IEP. Feedback from our schools was positive and the implementation will continue throughout the 2019-2020 school year in both the elementary and high school sectors.

Ongoing training on the following topics were offered to teachers: Developmental Literacy Continuum, Daily 5 and SoundPrints. Special Education Consultants were also available to support teachers in the establishment of adaptations and modified programs. Professional development sessions were specifically planned for Attendants and Special Education Technicians on the following topics to support students with a diagnosis: Supporting students with IEPs and action

plans; helping anxiety in children with autism; how to address sexuality and anxiety with teenagers; anti-violence anti-bullying; and Non-Violent Crisis Intervention (CPI).

Two continuums were developed to help school teams reduce the frequency, intensity and duration of challenging situations within their schools. They provide a wide scope overview of best practices when looking at intervention in schools aimed to support students presenting with behavioural difficulties. The *Intervention Continuum* focusses primarily on structured times, whereas the *Preventive Strategies for Transitions Times* continuum focusses on unstructured and transition times. It is recommended that both continuums be used in tandem to help support school teams. Phase two will be to present the resources, and to support with its implementation in our schools.

Training for the Sexuality Health Education program (SHE) was provided to all elementary school teachers. A parent session and parent videos were also created to support parent understanding of the program. The implementation and training will continue throughout the 2019-2020 school year.

The Complementary Services team also continued to work closely with the Centres of Excellence, which serve the English educational community in Québec. This close collaboration ensured that Riverside School Board professionals are knowledgeable about current research and best practices related to special needs. This contributed to the sustained delivery of quality support and training to Riverside students and staff.

*Supporting teacher
proficiency in the area
of language development
continued to be an area of focus.*



supporting
students

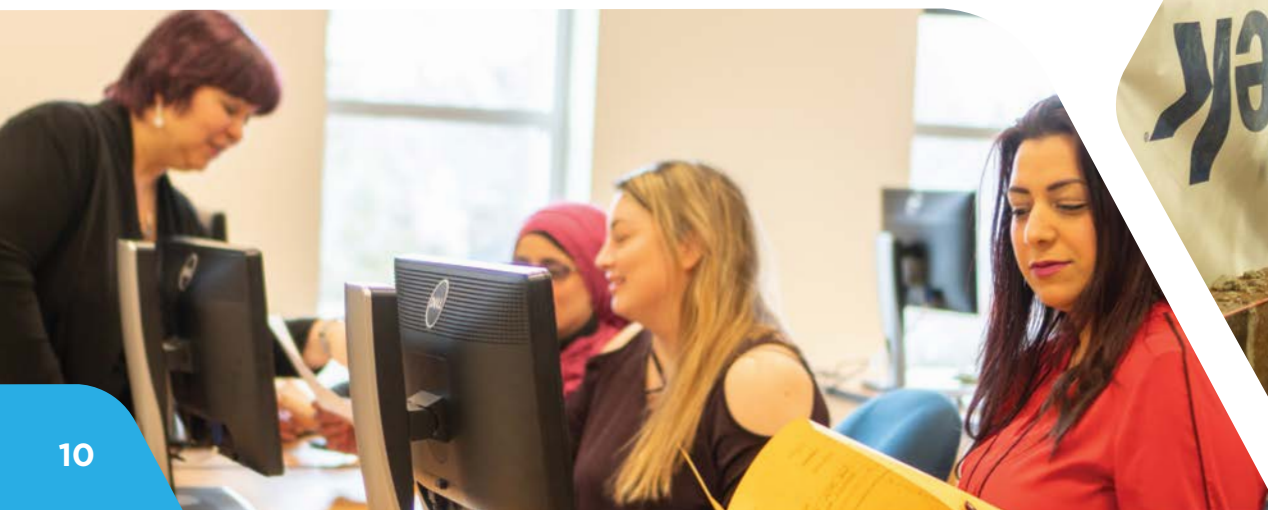
ADULT GENERAL EDUCATION (AGE)

There were 2,182 students registered in AGE courses during the 2018-2019 school year in our three Adult Education centres, as well as students registered in Distance Education. There were students registered in all ten of the services offered in Adult Education.

ACCESS Brossard and ACCESS Royal Oak offered classes to develop literacy skills at a pre-secondary level and ACCESS Cleghorn focused on classes dedicated in the preparation of post-secondary studies or the acquirement of prerequisites for vocational training. We also offered successful Social Integration classes at ACCESS Royal Oak.

In all of our centres, we offered services to help our students succeed. There were resource teachers in Adult Education and Vocational training. At our Cleghorn campus, we worked in partnership with the YMCA to provide a safe place to socialize for our youth 16-24 after school hours. We also had Social Work Technicians to guide students in their social and emotional needs, as well as a guidance counselor.

Our SARCA agent (*Services d'accueil, de référence, de conseil et d'accompagnement*) worked in partnership with the CJE's (*Centre jeunesse emploi*) and our CLCs (Community Learning Centres) as well as other community agencies to offer workshops and education and career counselling to our students and their families. As part of the SARCA service, we continued to support our Riverside students by ensuring the continuation of their education plans. Those students who were unable to complete their diploma in our high school sector, were contacted individually and offered one on one support and referral services to allow them to make informed decisions about their future education plans.



VOCATIONAL *education*



During 2018-2019, there were 997 students enrolled in vocational programs at one of ACCESS' four Vocational Centres and our industry partner Transport Robert offering the DVS in Trucking (Diploma of Vocational Studies).

Recognition of Acquired Competencies (RAC) is a service that continues to grow with a project of setting up candidates in the automobile mechanic field, as well as building the RAC tool for the Stationary Engine Mechanic program with the support of CERAC (Centres of Expertise in the Recognition of Acquired Competencies). Over 50 individuals inquired how the service works, resulting in five candidates going through the process of completing their RAC in the following vocational programs:

- 1 in Home Care assistance program;
- 1 in Bricklaying, and
- 3 candidates in the School Daycare Educator program.

We had 113 students following an ATE model (*Alternance-travail-études*) in Secretarial Studies and Accounting, as well as in the Stationary Engine Mechanics program. This model allows students to work in an internship in the industry at the very beginning of their studies. Several students in our vocational program followed a concurrent model, allowing them to acquire their High School pre-requisites while completing their vocational training program.

Our students in Bricklaying and Auto-Mechanics participated in various *Olympiades des métiers* in the region, which gave them the opportunity to compete against other vocational centres, but also afforded the students to display skills acquired in their respective vocational programs.

Our Business Services continued to offer tailored training to organizations on the Riverside School Board territory, in English and French, by helping to develop employees' skills so that companies could propel their businesses forward. Eight students completed the "Discover your Creativity" training. We continued our partnership with CPA (*Comité paritaire de l'industrie des services automobiles de la région de Montréal*) to offer advance courses in Automobile Mechanics. We also developed and started offering French projects and English courses. A part-time Development Agent was added to the team to facilitate the collaboration between the various ACCESS Centres in the development of training opportunities for the broader community in the respective vocational sectors.

Orientation week continues to be a success as an additional support to our students in Vocational Education at ACCESS, whereby students are equipped with necessary tools to best prepare them as they enter a new program in our centres.

We also developed and started offering French projects and English courses.

COMMUNITY LEARNING CENTRES (CLCs)

Riverside School Board staff and students have benefitted from a community approach by our five Community Learning Centres (CLC) in thirteen of our schools. Each CLC, as unique as the community it supports, aimed to provide early childhood education, health & social services to citizens of all ages, development opportunities as well as addressing youth retention, perseverance and success.

The Seaway CLC wants its community members to become more aware of the existing services offered in English around the South Shore. “Building Community Together” was a very successful expo that featured over 45 community organizations and welcomed more than 300 participants in February 2019. Making connections, generating community vitality and building a sense of belonging; that is what the Seaway CLC wants to create and maintain.

Au Cœur de la Communauté, our community connections event, happened at St. Lawrence School in May 2019 and it was a complete success. Our combined schools (St. Lawrence School and John

Adam Memorial) came together to present music shows as well as multiple robotics demonstrations. We would like to thank all the volunteers and 21 organizations whom attended to offer their services to all of our community members (263 attendees). This initiative was possible in part thanks to the collaboration of the *Centre intégré de santé et de services sociaux de la Montérégie-Ouest* who fully supported the activity.

In the spring of 2018, the Richelieu Valley CLC began working on the dossier of creating a not for profit organization called MEPEC, (Montérégie East Partnership for the English-Speaking Community). In October 2018, with the help of a few Riverside School Board employees and also members of the community, a Board of Directors was formed and the organization was federally incorporated.

Today, MEPEC, has two full-time employees working on its mission to serve the interests of English speaking citizens in the Montérégie East (Richelieu Valley area up to St. Hyacinthe, Sorel region, Vieux-Longueuil and Boucherville). MEPEC is the 22nd NPI (Network Partnership Initiative) created to support Québec’s minority English-speaking communities in improving and maintaining access to the full range of Health and Social Services. Funding for this program is

Making connections, generating community vitality and building a sense of belonging; that is what the Seaway CLC wants to create and maintain.



provided by Health Canada and managed by the CHSSN (Community Health and Social Services Network). MEPEC is also working with the Secretariat for Relations with English-speaking Québécois on projects to enhance regional community capacity.

William Latter CLC is a proud and innovative community builder with traditional family involvement. An initiative that has a great system in fostering a network of partners to support the school and the community. With this, it creates an endless sense of belonging while working together to enhance the well-being of all community members. The CLC maintained community vitality by offering a range of activities such as literacy programs, educational support

to students, health and safety workshops, Code Club and Saturday morning basketball. The CLC also supported students with a successful transition to high school.

St. Johns CLC believes that school, community, good citizenship and well-being is central in fostering student success and maintaining community vitality. As such, the CLC offered a range of activities to support and enhance lifelong learning, literacy programs, and prevention and safety workshops. It also promotes and supports the Six Pillars of Character that encourage caring, citizenship, responsibility, fairness, trustworthiness and respect. To add, the CLC received a grant to support Social Emotional Learning (SEL).

INTERNATIONAL *students*



RIVERSIDE'S INTERNATIONAL STUDENT EDUCATION (RISE)

Last year, Riverside School Board welcomed 16 students in Vocational Training and 143 students in high school and elementary school. We also received 13 students from Mexico visiting us for one month at Saint-Lambert International High School and 15 students from Spain who came for three weeks at Heritage Regional High School.

Our international students came from Laos, Switzerland, Cameroon, Rwanda, France, China, Korea, Vietnam, Mexico, Germany, Spain, Slovakia, Iran, Brazil, India, and Columbia. The students stayed with Riverside School Board families to make their cultural experience a real success. We have been working in collaboration with the schools to develop resource measures to better support teachers and students. Riverside School Board is a member of *Éducation internationale* and the Canadian Association of Public Schools - International (CAPS-I).



We also continued to work on the effective management of both the CNESST and salary insurance files...

In 2018-2019, the Human Resources Department continued with the implementation of Mozaik RH, a platform that will facilitate the management of Human Resources at the School Board. We also continued to work on the effective management of both the CNESST and salary insurance files, while continuing to support schools and employees with their needs related to Human Resources.

Our largest initiative was phase 1 of a 3-year Mental Health Initiative being implemented in all the English School Boards of Québec. In 2018-2019, staff members at Riverside were invited to complete a comprehensive and confidential mental wellness survey and the results produced two significant reports. A confidential individual report was accessible to the individual employee containing several categories of “score” and a detailed written explanation, suggestions for wellness and an opportunity to retake the survey to chart personal progress.

A confidential global report will be made available next year to the Mental Health Initiative Committee in order to allow for Phase 2 to take place in 2019-2020 which will be the development of a board-wide plan to address the global areas based on the results.



TECHNOLOGY

Throughout the 2018-2019 academic year, the Technology Department installed more than 150 desktops, over 500 laptops, over 400 iPad tablets, and hundreds of robots (through the Digital Plan), in both schools and centres.

The Technology Department continued to provide daily services to all schools and the school board administrative centre, such as technical support, installation of smart boards, wireless solutions, software updates, and telephone solutions.

The Technology Department in collaboration with the Educational Services Department, focused on developing the Digital Plan (Plan numérique).

MORE THAN

150

DESKTOPS

OVER

400

IPAD
TABLETS

OVER

500

LAPTOPS

developing

Riverside School Board owns 27 buildings, totaling 140,376 m², with an average age of 57 years. During 2018-2019, Riverside School Board invested more than \$8.5 million in major projects to maintain real estate assets and carry out eight major renovation projects in as many schools as possible.

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

27

BUILDINGS

\$8.5 million

IN MAJOR PROJECTS

projects

OTHER IMPORTANT *topics*



The election of the Coalition Avenir Québec (CAQ) in October of 2018, along with its desire to act rapidly in matters regarding education in the province, provided us with challenges, but also with a great opportunity at the same time.

Whether it be the accelerated rate of the implementation of the 4-year old Kindergarten, the implementation of a second recess in all schools, massive reinvestments in the education sector, the major overhaul with respect to governance and the Act respecting the Laicity of the State (Bill 21), the vitality of the new government kept us on our toes and very busy.

During this busy period on the political front, the Chair of Riverside School Board, Mr. Dan Lamoureux, was elected president of the Québec English School Board Association (QESBA), giving our school board more influence on the provincial scene.

After years of hard work, our collaboration with the REACH community is starting to bear fruit. Last year, REACH was finally recognized as a regional school. This allows for more resources but also, to better serve our students. It should also make it easier for us in our request for additional space for REACH. We are optimistic that 2019-2020 will bring good news for our most vulnerable students.

Last year was also the year when the provincial class action lawsuit regarding fees charged to parents was resolved. An out-of-court settlement was reached between the plaintiff and the school boards, which involved a disbursement on the part of the latter to the parents. This class-action suit prompted discussions at the Ministry level, which eventually lead to legislative changes to clarify the situation. Investments made by the government helped in making extra-curricular activities available to more students.

Investments made by the government helped in making extra-curricular activities available to more students.

We could not finish this section of the Annual Report without celebrating the fact that, Riverside School Board ranked third (3rd) amongst the 72 French and English school boards in the province of Québec with a graduation rate of 88.3%. This is according to the graduation rate issued by the MEES in 2018-2019 for the 2010-2017 cohort (the 7-year graduation rate). We have yet to catch 11.7% of students, but we certainly are one of the best school boards in the province to do so!



Dan Lamoureux
Chairman



Sylvain Racette
Director General



activities

COUNCIL OF

commissioners

FALL 2018

DIVISION 1

PAMELA
BOOTH -
MORRISON
Belœil, Sorel-Tracy,
Varenes



DIVISION 2

DAWN
SMITH
Vieux-Longueuil



DIVISION 3

CHARLES
HORRELL
St-Bruno
Boucherville



DIVISION 4

ANNA
CAPOBIANCO
SKIPWORTH
Chambly, Carignan,
Otterburn Park



DIVISION 6

HENRIETTE
DUMONT
St-Hubert



DIVISION 7

ANDREW
MAZUR
Brossard One



DIVISION 8

MARGARET
GOUR
Brossard Two



DIVISION 9

GIOVANNI
GIUMMARRA
Roussillon



DIVISION 10

CHRISTOPHER
CRAIG
Greenfield Park



DIVISION 11

DEENA
BUTLER
St-Jean-sur-Richelieu
La Prairie



SECONDARY PARENT-COMMISSIONER

THERESA
AGUIAR



PARENT - COMMISSIONER AT-LARGE

ALEXANDRA
AUDET



ELEMENTARY PARENT-COMMISSIONER

PATRICK
MICHAUD



EHDAA PARENT-COMMISSIONER

CHERYL
COURTNEY



CHAIRMAN

DAN
LAMOUREUX



VICE CHAIRMAN DIVISION 5

LESLEY
LLEWELYN-
CUFFLING
Saint-Lambert



COUNCIL OF

commissioners

WINTER 2019

CHAIRMAN

DAN
LAMOUREUX



VICE CHAIRMAN DIVISION 5

LESLEY
LLEWELYN-
CUFFLING
Saint-Lambert



DIVISION 1

PAMELA
BOOTH -
MORRISON
Belœil, Sorel-Tracy,
Varennes



DIVISION 2

DAWN
SMITH
Vieux-Longueuil



DIVISION 3

CHARLES
HORRELL
St-Bruno
Boucherville



DIVISION 4

ANNA
CAPOBIANCO
SKIPWORTH
Chambly, Carignan,
Otterburn Park



DIVISION 6

HENRIETTE
DUMONT
St-Hubert



DIVISION 7

ANDREW
MAZUR
Brossard One



DIVISION 8

MARGARET
GOUR
Brossard Two



DIVISION 9

GIOVANNI
GIUMMARRA
Roussillon



DIVISION 10

CHRISTOPHER
CRAIG
Greenfield Park



DIVISION 11

DEENA
BUTLER
St-Jean-sur-Richelieu
La Prairie



SECONDARY PARENT-COMMISSIONER

THERESA
AGUIAR



PARENT-COMMISSIONER AT-LARGE

PAUL
DIONNE



ELEMENTARY PARENT-COMMISSIONER

PATRICK
MICHAUD



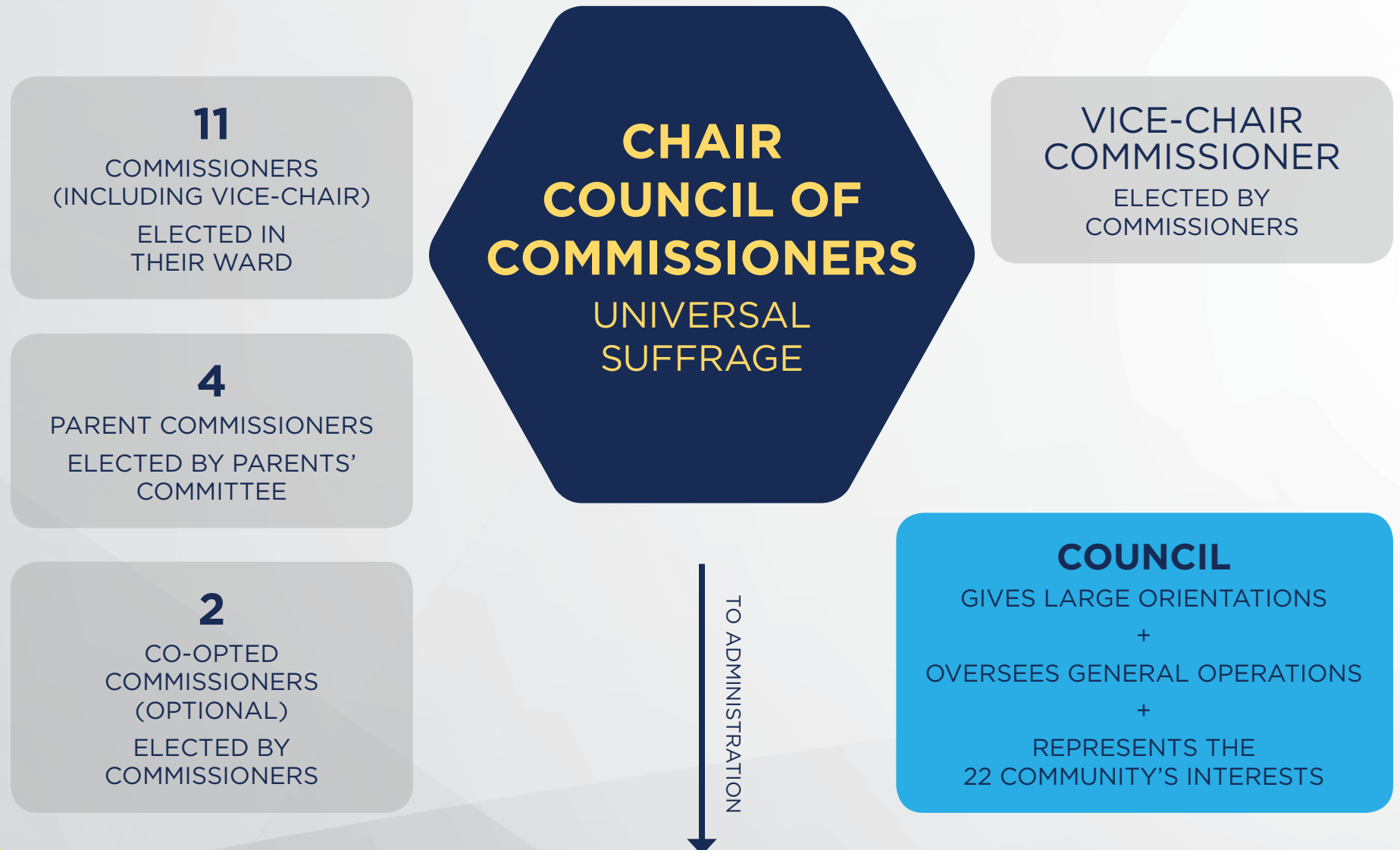
EHDAA PARENT-COMMISSIONER

CHERYL
COURTNEY



COUNCIL

organigram



ADMINISTRATION

organigram

FROM COUNCIL



**DIRECTOR
GENERAL**
HIRED BY COUNCIL
OF COMMISSIONERS

SECRETARY
GENERAL

DIRECTOR HUMAN
RESOURCES

DIRECTOR
EDUCATIONAL
SERVICES

DIRECTOR
COMPLEMENTARY
SERVICES

SCHOOL
PRINCIPALS

DIRECTOR
MATERIAL
RESOURCES

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

DIRECTOR
FINANCE
+
TRANSPORTATION



OUR
schools

*internationally
recognized*

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

AN OPPORTUNITY FOR YOUR CHILD

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

ADMISSION REQUIREMENTS FOR 2018-2019:

- My child is 4 years old by September 30, 2019;
- My child is eligible to receive instruction in English;
- We live in a sector approved by the Ministry for this program.



CEDAR STREET ELEMENTARY

4 AND 5 YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6
T 450 550-2513
250 Cedar, Beloeil (QC) J3G 3M1



HAROLD SHEPPARD ELEMENTARY

4 AND 5 YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6
T 1 877 550-2521
6205 boul. des Étudiants, Tracy (QC) J3R 4K7

4 YEAR-OLD *kindergarten class*



ST. JUDE ELEMENTARY

4 AND 5 YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6
T 450 672-2090
781 Miller, Greenfield Park (QC) J4V 1W3



ST. MARY'S ELEMENTARY

4 AND 5 YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6
T 450 674-0851
1863 Brébeuf, Longueuil (QC) J4J 3P3



ELEMENTARY *schools*



BOUCHERVILLE ELEMENTARY

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



GOOD SHEPHERD ELEMENTARY

5 YEAR-OLD KINDERGARTEN, GRADES 1 TO 6
T 450 676-8166
 5770 Aline
 Brossard (QC) J4Z 1R3



CEDAR STREET ELEMENTARY

4 AND 5 YEAR-OLD KINDERGARTEN,
 GRADES 1 TO 6
T 450 550-2513
 250 Cedar, Beloeil (QC) J3G 3M1



GREENFIELD PARK INTERNATIONAL

IB WORLD SCHOOL
 GRADES 1 TO 6
T 450 672-0042
 776 Campbell, Greenfield Park (QC) J4V 1Y7



COURTLAND PARK INTERNATIONAL

IB WORLD SCHOOL
 5 YEAR-OLD KINDERGARTEN, GRADES 1 TO 6
T 450 550-2514
 1075 Wolfe, St-Bruno (QC) J3V 3K6



HAROLD NAPPER ELEMENTARY

5 YEAR-OLD KINDERGARTEN, GRADES 1 TO 6
T 450 676-2651
 6375 Baffin
 Brossard (QC) J4Z 2H9



HAROLD SHEPPARD ELEMENTARY

4 AND 5 YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6
T 1 877 550-2521
6205 boul. des Étudiants, Tracy (QC) J3R 4K7



ROYAL CHARLES ELEMENTARY

5 YEAR-OLD KINDERGARTEN, GRADES 1 TO 6
T 450 676-2011
5525 Maricourt
St-Hubert (QC) J3Y 1S5



JOHN ADAM ELEMENTARY

5 YEAR-OLD KINDERGARTEN, GRADES 1 TO 6
T 450 550-2503
120 Montée des Bouleaux
Delson (QC) J0L 1G0



ST. JOHNS ELEMENTARY

5 YEAR-OLD KINDERGARTEN, GRADES 1 TO 6
T 1 877 550-2501
380 St-Michel
Saint-Jean-sur-Richelieu (QC) J3B 1T4



MOUNT BRUNO ELEMENTARY

5 YEAR-OLD KINDERGARTEN, GRADES 1 TO 6
T 450 550-2511
20 des Peupliers
St-Bruno (QC) J3V 2L8



ST. JUDE ELEMENTARY

4 AND 5 YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6
T 450 672-2090
781 Miller, Greenfield Park (QC) J4V 1W3



MOUNTAINVIEW ELEMENTARY

5 YEAR-OLD KINDERGARTEN, GRADES 1 TO 6
T 450 550-2517
444 Mountainview
Otterburn Park (QC) J3H 2K2



ST. LAMBERT ELEMENTARY

5 YEAR-OLD KINDERGARTEN, GRADES 1 TO 6
T 450 671-7301
81 Green
St-Lambert (QC) J4P 1S4

SPECIAL *education*



ST. LAWRENCE ELEMENTARY

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



ST. MARY'S ELEMENTARY

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



REACH QUEEN

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



TERRY FOX ELEMENTARY

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



REACH GREEN

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



WILLIAM LATTER ELEMENTARY

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



REACH SATELLITE CLASS

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

SECONDARY *schools*



HERITAGE REGIONAL HIGH SCHOOL

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

- International Baccalaureate (IB) Middle Years Programme (MYP)
- Sports Excellence program
- Work Oriented Training programs (pre-work and semi-skilled)
- French Mother Tongue Program
- Fine Arts Focus program
- iCan (computer technology program) instruction
- CFER Program



ST. JOHNS HIGH SCHOOL

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

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



CENTENNIAL REGIONAL HIGH SCHOOL

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

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



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

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HEALTH AND SAFETY
COURS DE LANGUE EN LIGNE /
ON-LINE LANGUAGE COURSES

SOINS INFIRMIERS / *NURSING*
FRANÇAIS / *FRENCH*
ANGLAIS / *ENGLISH*
ESPAGNOL DES AFFAIRES /
BUSINESS SPANISH
CRÉATION DE PAGES WEB /
WEB PAGE CREATION
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- Préalables d'une formation collégiale / *College prerequisites*
- Préalables d'une formation professionnelle /
Prerequisites for vocational programs

SERVICES AUX ÉTUDIANTS / *STUDENT SERVICES*

- Conseil en orientation / *Guidance counselling*
- Services SARCA / *SARCA services*
- Test de développement général (TDG) / *General Development Test (GDT)*
- Reconnaissance des acquis et des compétences
(RAC) / *Recognition of Acquired Competencies (RAC)*
- Attestation des préalables CCQ /
CCQ Attestation Prerequisites
- Test d'équivalence de niveau secondaire (TENS) /
Secondary School Equivalency Test (SSET)



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450 676-1843 #5044

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

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

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

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



COMMERCE ET ADMINISTRATION ADMINISTRATION AND COMMERCE

EXECUTIVE ASSISTANT (DOUBLE DVS COMPUTERIZED ACCOUNTING + ADMINISTRATIVE SUPPORT)

Prérequis/Prerequisites:	Sec. 4
Durée/Length:	19 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	34 000 \$

ADMINISTRATIVE SUPPORT

Prérequis/Prerequisites:	Sec. 4
Durée/Length:	13 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	33 000 \$

COMPUTERIZED ACCOUNTING

Prérequis/Prerequisites:	Sec. 4
Durée/Length:	12 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	40 000 \$

PROFESSIONAL SALES

Prérequis/Prerequisites:	Sec. 4
Durée/Length:	8 mois/months
Taux de placement/Placement rate:	Très bon/Very good
Salaire potentiel moyen/Potential average income:	38 000 \$

SALES REPRESENTATION

Prérequis/Prerequisites:	Professional Sales
Durée/Length:	3 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	54 000 \$

STARTING A BUSINESS

Prérequis/Prerequisites:	Projet d'entreprise/Business idea
Durée/Length:	4 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/ Potential average income:	Illimité/Limitless

CONSTRUCTION CONSTRUCTION

MASONRY-BRICKLAYING

Prérequis/Prerequisites:	Sec. 3
Durée/Length:	8 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	50 000 \$*

*Lorsque tu deviens compagnon/When you become a companion

ENTRETIEN D'ÉQUIPEMENT MOTORISÉ MOTORIZED EQUIPMENT MAINTENANCE

AUTOMOBILE MECHANICS

Prérequis/Prerequisites:	Sec. 4
Durée/Length:	18 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	36 000 \$

BÂTIMENTS ET TRAVAUX PUBLICS BUILDINGS AND PUBLIC WORKS

STATIONARY ENGINE MECHANICS

Prérequis/Prerequisites:	Sec. 4
Durée/Length:	18 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	48 000 \$

SANTÉ / HEALTH

ASSISTANCE IN HEALTH CARE FACILITIES

Prérequis/Prerequisites:	Sec. 3
Durée/Length:	7 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	36 000 \$ (secteur public/public sector)

HOME CARE ASSISTANCE

Prérequis/Prerequisites:	Sec. 3
Durée/Length:	9 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	38 000 \$ (secteur public/public sector)

HEALTH, ASSISTANCE AND NURSING

Prérequis/Prerequisites:	Sec. 4 & 5
Durée/Length:	18 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	44 000 \$ (secteur public/public sector)

PHARMACY TECHNICAL ASSISTANCE

Prérequis/Prerequisites:	Sec. 4
Durée/Length:	13 mois/months
Taux de placement/Placement rate:	Excellent
Salaire potentiel moyen/Potential average income:	30 000 \$ (secteur public/public sector)

ATTESTATION D'ÉTUDES PROFESSIONNELLES SKILLS TRAINING CERTIFICATE

SCHOOL DAYCARE EDUCATOR

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

CARE ASSISTANCE IN A PRIVATE SENIORS' RESIDENCE

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

MAINTENANCE AND AUTOMOBILE SERVICE

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



ADULT EDUCATION & vocational training

SERVICES AUX ÉTUDIANTS / STUDENT SERVICES

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



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

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

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Longueuil QC J4G 1P8
450 672-9011

access. Royal-Oak
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Saint-Hubert QC J3Y 4T6
450 676-3836

access. Darwin
2121, rue Darwin
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450 645-2170 #7165

LA FORMATION PROFESSIONNELLE / VOCATIONAL TRAINING

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

SANTÉ / HEALTH

- Pharmacy Technical Assistance
- Health, Assistance and Nursing
- Assistance in Health Care Facilities
- Home Care Assistance

BUSINESS / BUSINESS

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

ENTRETIEN D'ÉQUIPEMENT MOTORISÉ MOTORIZED EQUIPMENT MAINTENANCE

- Automobile Mechanics

ATTESTATION D'ÉTUDES PROFESSIONNELLES SKILLS TRAINING CERTIFICATE

- School Daycare Educator
- Maintenance and Automobile Service
- Care Assistance in a Private Seniors' Residence

CONSTRUCTION / CONSTRUCTION

- Masonry-Bricklaying

BÂTIMENTS ET TRAVAUX PUBLICS BUILDINGS AND PUBLIC WORKS

- Stationary Engine Mechanics

L'ÉDUCATION DES ADULTES / ADULT EDUCATION

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

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

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

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

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

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

Hui Shi, Presecondary 1 English student

MISSION

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

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

VISION

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

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

VALEURS / VALUES

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

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

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

Dominic Toralati, Automobile Mechanics student

OUR YEAR

in stories

For full details regarding these stories, please visit the Commission scolaire Riverside/Riverside School Board Facebook page. You can also stay connected to Riverside by following us on Twitter @CSRiversideSB.



BOUCHERVILLE ELEMENTARY

We all need strategies to help us self-regulate at times. Here is one example of Ms. Laura's class learning this through yoga.



BOUCHERVILLE ELEMENTARY

Pink Shirt Day at BES! Boucherville Elementary students & staff officially took a stand against bullying and appreciated everyone that joined them! Isn't life better surrounded by kindness anyway?



CRHS

Secondary 1 students visited the Canadian Space Agency in St. Hubert for a special presentation from Mr. Trudeau and a few astronauts. Very interesting for our students to take part in this event.



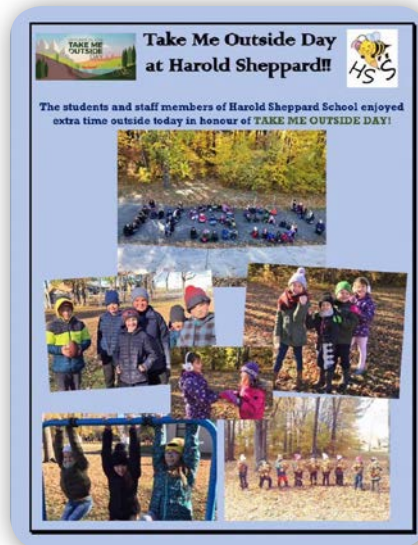
CRHS

Over 60 Centennial Regional High School students took part in the CRC Robotics Challenge. There were 24 schools competing, including both high schools and CEGEPs. In just CRHS' 5th year, the team did amazingly well! Congratulations!



GPI

After several months of hard work and dedication, the students of Greenfield Park International Primary School wowed close to 500 spectators by presenting Disney's musical Beauty and the Beast Jr. We are so proud of them!



HAROLD SHEPPARD

Take Me Outside Day



HAROLD SHEPPARD

Halloween



HRHS

Congratulations to all our students who spent the weekend representing Heritage Regional High School in beach volleyball. A special recognition for HRHS Bantam boys who won the gold medal! Congratulations!



HRHS

Congratulations to Roberto Navarro for winning first place at the Rotary Club Public Speaking Finals! His moving speech on this year's topic, "Be the Inspiration", captivated all who attended the event. As well, congratulations to Shannon Delage for her speech, "Aspiring to Inspire" who won third place. Both students represented Heritage admirably and we could not be more proud. Well done Roberto and Shannon!



GPI

The dynamic Ecogreen Committee planted a red oak tree in front of the school. This committee takes care of the school compost, recycling, and the school gardens. Furthermore, they help diffuse all information concerning good environmental practices.



JOHN ADAM MEMORIAL

One of the monthly Secret Stinger Assembly at John Adam Memorial School. Several students were recognized for their acts of kindness or their perseverance. Congratulations!



JOHN ADAM MEMORIAL

To celebrate Earth Day, the students helped clean and embellish the front of the school. Thank you!



REACH

Strength, courage and perseverance. Always amazed by what our REACH students can accomplish! Defi Sportif Marathon Day! Bravo!



MOUNTAINVIEW

100 Days of School at Mountainview! Proud Kindergarten Class of Miss Sarah!



MOUNT BRUNO

A sea of pink at Mount Bruno School for the official Canadian Pink Shirt Day! We were once again very much impressed by the leadership of our Cycle 3 students. We were very pleased by all classes who helped us close our assembly against bullying. This is just a beginning for us, as we continue to work on being the best that we can be, everyday!



MOUNTAINVIEW

We are so proud of our 10 MTV students who have creatively designed beautiful works of art for Riverside School Board. Collaboratively, the students created a Repoussé design on aluminum paper with a colorful background extension and others worked their blending techniques with oil pastels to highlight warm and cool colors. The smiles on our grades 5 & 6 students demonstrate the joy and pride they felt with a visit by our DG, Mr. Racette to honor them. Congratulations for spreading your love of art Ms. Bessy!



MOUNT BRUNO

A mini gala for the writing competition "*je vis, j'écris*" took place on March 26th involving the cycle 3 students. This contest, organized by Mission Jeunesse Québec, puts youth at the forefront as agents of change in society. All students were invited to write a text, in French, suggesting a solution on a theme that is important to them. Courage, friendship, self-esteem and freedom are some themes which were presented today. We are very proud of the excellent work of all the participants in this project. Congratulations to our finalists and to Eva who will represent Mount Bruno School for this contest across Québec.



COURTLAND PARK INTERNATIONAL

New this year: CPIS has a student committee! Eight Grade 5 students make up this committee and their mission is to improve life at School. They will bring solutions to problems they will observe or organize gatherings at school. A suggestion box or problem box is in the library so that all students at the school can submit a problem they have seen or an idea of activity. They are a motivated team and they want to make a difference. It is a pleasure to guide them in their great ideas!



CEDAR STREET

Students from grades 5 and 6 all participated in Cedar Street's first annual science fair lead by our teachers in cycle 3, Ashley Green, Karina Maiorano and Amy Darrell. Students worked so hard and presented their science fair projects to their school and community. Students from all cycles came to listen to these wonderful scientists and voted on their favorite project. Way to go!



COURTLAND PARK INTERNATIONAL

Hannah Ellis and Amelia Fortier won the "Little Inventors for Space" competition organized by the Natural Sciences and Engineering Research Council of Canada (NSERC) in collaboration with the Canadian Space Agency (CSA). The challenge was to think of an ingenious idea that could be turned into an invention designed to make life in space easier and more fun. Their invention, the Magnetron, has been selected and will be manufactured. The prototype will then be exhibited in a museum in Canada. The Magnetron allows astronauts in the International Space Station to do a puzzle to occupy their free time and to be bored without lose pieces. Good job girls! What a beautiful invention!



CEDAR STREET

At Cedar Street School we have a Nurturing Support Centre called the Bloom Room. Zarina Fernandes, the school's behavior technician, started a breakfast program this past month "Ventre plein, j'apprends bien" offered by the Centre d'action benevole de la Vallee-du-Richelieu (CABVR). CABVR has donated healthy food for our students and with this wonderful opportunity; we can now offer a breakfast program here at Cedar. A wonderful way to start the day!



REACH

REACH students & staff highlight Autism Awareness Day at School.



GOOD SHEPHERD

Discover the World! GSS Celebrated it's 2nd Annual Multicultural Fair. Cultural presentations, class projects and delicious food samples were shared with the community!



HAROLD NAPPER

Kindness at Harold Napper! Grade 6 students working with kindergarten students on different projects: an art project on kindness and building an arcade game using code and go robots.



GOOD SHEPHERD & HRHS

WE Day in Ottawa! Good Shepherd School and Heritage Regional High school students were lucky to take part in WE Day in Ottawa. Very positive event!



ROYAL CHARLES

Members of the Longueuil fire department visited Kindergarten and Grade 1 students at Royal Charles Elementary. The firefighters received an emergency call during their presentation and had to leave - demonstrating to the children how quickly they can respond.



HAROLD NAPPER

Jasmine, Harold Napper student, has been back and forth to the Children's Hospital due to her blood disorder called ITP. With her weekly hospital visits, Jasmine continues to have to undergo frequent blood tests. At first Jasmine had a lot of difficulty with the idea of getting poked by a needle, but with hard work, she has overcome that fear. A few months ago, Jasmine decided at home to write a book to give to the Child Life Specialist at the hospital to help other children overcome their fears as well by going through and explaining the steps on what to expect for their own blood tests. Unexpectedly, Jasmine was offered to have her book published! Jasmine, Harold Napper's own student is a 9 year old published author!!!



GOOD SHEPHERD

Good Shepherd students and staff celebrated National Child Day. Students gave presentations on Children's Rights and WE Day initiatives. We were delighted with nostalgic songs sung by Shy Shy Schullie.





ST. JOHNS

Very proud of our students today as they took part in our Remembrance Day ceremony. A special thank you to the Veterans and members of the military who joined us. Secondary 5 students kept with our tradition and laid their poppies.



ST. LAMBERT ELEMENTARY

St. Lambert Elementary School launch its official school anthem "Vive l'École de Saint-Lambert" written by the famous writer / performer Jean Elliot Manning! All the students sang the beautifully written anthem to the amazed guests attending the event. It was all very moving!



ST. LAMBERT ELEMENTARY

Grade 2/3 students in Ms. Cleland's class learned about inuksuk and then tried their hands at building their own out of ice blocks. Lots of teamwork and patience required! Later in the day, the students created some inuksuk art, using ink for printing.



ST. JOHNS

Love is in the air in Mrs. Roselli's kindergarten class as they celebrated Valentine's Day with a fancy day fondue and playing minute to win it games with their Grade 6 buddies! Happy Valentine's Day!



ST. JOHNS

Bravo to our secondary 2 students Frédérique and Léna who organized a school wide walk for climate change awareness!





ST. JUDE

Here are more pictures of St. Jude Kindergarten student, Cameron, getting busy this morning for the Breakfast Club Program. On top of raising funds for a new industrial toaster, Cameron volunteers every day at his school (with his mother and other dedicated volunteers). Director General, Sylvain Racette, went to the school this morning to meet the young student and to congratulate him. Mr. Racette even worked the cheese table with him! Global News Montréal was also on site to meet Cameron! Thank you for your time, warm heart and dedication Cameron. You are an example to follow!



ST. JUDE

St Jude staff celebrated Hooked on School Week by cheering and congratulating our students on their perseverance as they entered the school.



ST. LAWRENCE

Congratulations to all of our grade 6 students who took part in our first aid course given by registered nurse and volunteer Mrs. Nardine Mikhail.



SAINT-LAMBERT INTERNATIONAL

We would like to extend a huge thank you to our exchange students from Mexico, who have been with us now for 4 weeks. They performed traditional dances for our school! Muchas gracias a todos los estudiantes mexicanos por esta experiencia tan agradable! VIVA MEXICO!



SAINT-LAMBERT INTERNATIONAL

As part of the Community in Action (CIA) Course, all Secondary 3 and select Secondary 5 students went on a field trip to the ACCESS Career Training Centre! Our students got the opportunity to explore career and educational options in the vocational sectors. A huge thank you to ACCESS for hosting our SLI students!



ST. LAWRENCE

The 2019 St Lawrence Robotics Club has wrapped up for the school year and we could not have done it without our parent volunteer and our grade 6 student mentors. Congratulations to all the graduates of 2019!



ST. MARY'S

Congrats to all our grade 5 participants of the yearly math competition!! Four of our students achieved over the Canadian average!! Amazing!! Thank you to Miss Fortin for her lunch time math competition prep!



TERRY FOX

Annual Terry Fox Run at Terry Fox School! All students, staff, parents & friends participated. A "Tooney for Terry" campaign also raised money for Cancer research. Thank you for your generosity! Always a fun day!



TERRY FOX

Mr. Racette reading to our Grade 2 students during "Reading Week".



WILLIAM LATTER

William Latter's students, Felix and Ryan, received their Micro:Bit Certificates from Code Club Assistants, Eliot and Adrian. Congratulations!



WILLIAM LATTER

Students, staff and community inaugurated their very first interactive garden, where you can scan and listen to students talk about the various plants. Big thank you to the Robert "Skip" Hobbs Memorial fund. You can also hear his voice broadcasting on one of the pods. Way to go William Latter!



ST. MARY'S

St. Mary's STEAM MUSEUM event was a huge success! Wow! It was an incredible experience to see the school transformed with displays of students' work everywhere we looked: walls, doors, ceiling, on tables, on floors, on shelves ... so much talent at St. Mary's!!!! Congratulations to the organizers and artists who worked all year to make the museum a successful school event! What a thrill! Parents, friends, school administrators, teachers, professionals were in awe of the students' amazing work! Bravo!

STUDENT OMBUDSMAN'S REPORT 2018-2019

I respectfully submit the Student Ombudsman Report for the 2018-2019 school year. The cases covered in this report are from August 2018 to July of 2019. The report includes cases handled by Peter Woodruff (mid October to mid November 2018).

THE ROLE OF THE STUDENT OMBUDSMAN

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

Formal Role

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

Informal Assistance

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

next, and directed students or parents towards the RSB personnel who could best help them.

UPDATE ON 2017-18 RECOMMENDATIONS

My Role and the Complaint Process

The revised RSB By-Law on the Examination of Complaints clarifies my role. Information on the complaint process and my role is distributed in all schools and centres at the beginning of the year. In efforts to broaden understanding of my role, and as a follow up to a 2017-18 recommendation I was allowed to:

- Meet with principals to explain my role. I explained what elements I consider when investigating and making recommendations.
- Make a presentation at the Governing Board Orientation session describing my role within the complaint process.
- Make a presentation to the Council of Commissioners during which I explained my role, and animated an exchange on how taking account of situational contexts leads to decisions that are more fair.

Transparency in Applying Sanctions Related to the "Policy to Maintain a Safe, Respectful and Drug-Free Environment in Schools"

Parents of students being reviewed under the Policy are convened to a hearing with the Director General of the school board, wherein possible sanctions are determined.

- Last year two parents felt that they did not get enough information before the meeting, and that the information they did receive misled them.

As a follow up to a 2017-18 recommendation, parents are now being sent, the 'Policy to Maintain a Safe, Respectful, and Drug-Free Environment in Schools' before the hearing. The 'Procedures' section of this document describes the procedures that are usually followed if a student is being reviewed under the Policy. This information will better prepare parents for their meeting at the school board.

- Parents (2017-18), shared their perception that sanctions under the 'Policy to Maintain a Safe, Respectful, and Drug-Free Environment in Schools' were being applied uniformly and without consideration of situational context thus resulting in decisions they felt were unfair. This year, however, I feel there has been a change in how decisions are being made. My impression is based on a revision of the 2018-19 letters advising parents of decisions rendered at school board meetings. The decisions, as described in the letters, seemed less uniform and seemed to take into consideration individual student's characteristics and specific situational contexts. From my perspective, this change will result in decisions that are more fair.

DATA FOR 2018-2019

I received 38 requests for assistance this school year. The requests came from students or parents of students in elementary, secondary, and adult programs.

Break Down by Sector: 2018-19				
Sector	Elementary	Secondary	Adult	Total
Cases	25	10	3	38

Formal Interventions

I received no formal complaints requiring a report with recommendations to the Executive Council of Commissioners. A formal complaint is one that has exhausted all the levels of complaint resolution described in RSB By-Law 14.

I did intervene officially in one case because of my concerns for student safety. (EA-Regulation I 13.3, r.7.1, article 8) The actions of the school board, as reported to me at that time, did not reassure me that my concerns were being addressed effectively and in a timely manner. The issue did get resolved but in a manner that gives cause for reflection and the need for improvement.

Informal Interventions-Requests for Assistance

The data in this report describes requests for assistance in resolving complaints from students or parents who had not exhausted all the levels described in the RSB Complaints Procedure. It includes parents or students who just wanted advice on how to proceed. It also includes parents who wanted help with their appeal using EA Sections 9-12.

2018-19 Requests for Information or Assistance				
Category	Elementary	Secondary	Adult	Total
Administrative sanctions (code of conduct)	0	4	0	4
Assistance with the Appeals Process	0	1	0	1
Curriculum/Exams/Mark review	1	0	0	1
Fees	1	0	1	2
Services for Students with Special Needs	8	1	0	9
Teacher/Staff behavior	6	2	1	9
Transportation	2	1	0	2
Administrative procedures (registration/eligibility/zoning)	5	2	1	8
Other	2	0	0	2
Violence and Bullying	Elementary	Secondary	Adult	Total
Student to student	4	1	0	5
Staff to student	1	0	0	0

ANALYSIS AND RECOMMENDATIONS

Not every complaint is forwarded to the Student Ombudsman, nor is he made aware of resolutions found. My interactions with students, parents and staff this year led me to the impression that most complaints brought to schools are taken seriously and that there is a general willingness to find resolutions. I found the same to be true of complaints that escalated to the directorate.

STUDENT OMBUDSMAN'S REPORT 2018-2019 *cont.*

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

Special Needs Students

Parents of children with special needs, especially parents of children with autism, often feel diminished and exhausted. Many of the complaints that I received from parents of children with special needs this year, again highlighted how difficult their situation was for them. Though efforts have been made on my last year's recommendations, I call on Riverside to go beyond what is usually asked of a school board. Parents need easy access to information on community resources available to them, and they need a network of support. Perhaps the Special Needs Advisory Committee can, in addition to its mandated tasks, take on a leadership role in bringing people together.

I also want to stress the importance of patience and understanding when communicating with parents of children with special needs. The accumulated frustrations and fatigue that some parents live every day can easily lead to interactions that do not focus on the core issues. Staff members need training in redirecting defensive or even aggressive exchanges so that issues discussed remain constructive and focus on what can be done to make things better.

Communication with Parents

Though not frequent, I am still hearing of situations where communication between the schools and the parents break down. I

encourage administrators to review with their entire staff:

- The importance of informing parents, in a timely manner, if ever their child is in an accident or has had a health-related incident.
- That parents need to be informed if their child has been the victim of bullying or harassment, and of the steps taken to ensure their child's right to a safe environment.

Student Safety

To date, I have not been made aware of steps taken to address my concerns for student safety in cases where an employee is accused of aggressing a student. In such cases, I would hope that a thorough, objective and timely investigation takes place. Student safety must be ensured while the investigation is taking place and the confidentiality of student witnesses must be protected. There is a legal and moral obligation to protect the staff member's charter rights; however, parents need to be given the information to help them feel that their child will be safe while in school. There certainly is the possibility that an adult can be falsely accused. For this reason, the investigation has to be done right. Police and/or DYP partnerships can help with this.

ANALYSIS-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/parents explicitly ask me to.

Recommendations General

- Bill 56 requires all schools to develop an anti-bullying, anti violence-action plan. The plan needs to be approved by the Governing Board. Some schools already have posted their plan on their web site. All schools should be encouraged to do so. School administrators should review the plan with their school staff and Governing Board every year.

- I find it important to repeat a recommendation made last year regarding how administrators follow up in cases involving bullying or violence. I recommend that a review be offered to school level administrators of the steps needed to ensure that all investigations into violence and bullying are done objectively and in a timely manner.

Specific Situation

- Cases of staff members accused of aggression towards students, though quite rare, do occur. I recommend the development of a protocol for investigating the merits of such accusations effectively, and in a timely manner. The protocol must, above all, guarantee student safety.

The protocol should:

- Outline measures that administrators can use to ensure the safety of the student(s) while the incident is being investigated.
- Establish procedures that would ensure a thorough, objective and timely investigation, done by an administrator with adequate training and experience. (Direct onsite support should be made available to administrators with less training or experience).
- Protect the identity and confidentiality of the witnesses during the investigation.
- Give concerned parents timely information that will help them feel that their child will be safe in school, while respecting the legal and moral obligation to protect the staff member's charter rights.
- Clarify the roles of the Police and Youth Protection in such cases (Law 56).

Personal Note

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



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

Respectfully submitted,
October 1, 2019

A handwritten signature in black ink that reads "Enzo Di Ioia". The signature is written in a cursive, flowing style.

ENZO DI IOIA
Student Ombudsman
for the Riverside School Board

REPORT TO RIVERSIDE'S COMMITMENT TO MAINTAIN A BULLYING FREE AND *violence free environment*

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

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

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

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

While some incidents dealt with at the school level were reported to the School Board for the school year 2018-2019, nine complaints under section 96.12 of the Education Act were formally brought to the attention of the Director General. Two of these complaints resulted in measures taken at the school to help address the events that led to the complaints. Five other complaints resulted in compulsory school

transfers with services provided in another Riverside school. Finally, one complaint resulted in the expulsion from all of our schools and centres.

The Student Ombudsman dealt with five requests for information or assistance with regards to bullying/violence, but did not receive any formal complaints¹. However, the Student Ombudsman recommends that we develop a protocol for investigating, in a timely manner, the merits of incidents involving allegations of aggression by staff towards students, which he underlines, are quite rare. Such protocol must, above all, guarantee student safety. We are currently looking into this recommendation and gathering similar protocols developed in other school boards to be inspired by their best practices.

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

Nevertheless, during the 2018-2019 school year, many of RSB's schools participated in various activities that aimed to promote a healthy school climate. To optimize the services rendered to our students, we continue to work with outside organizations and partners to deliver presentations related to anti-bullying. We continue to support school



teams with the implementation of structured recess programs and sheltered lunches. Professional Development is available to school teams to learn and adopt common language on understanding frustration and aggression, alpha children and healthy emotional development. Crisis Prevention Intervention (CPI) certification is also offered to school teams as a strategy to deescalate situations and to promote dialogue and prevention in schools. Finally, many initiatives are implemented in our schools to reinforce positive behaviours and the six pillars of character.

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

¹ Refer to the Student Ombudsman Report for more information.

To optimize the services rendered to our students, we continue to work with outside organizations and partners to deliver presentations related to anti-bullying.

ETHICS OFFICER'S *report*

Following my obligation in regards to Section 11.2 of the Code of Ethics and Professional Conduct for Commissioners as approved by Council on 2011-12-13, please be advised that my Annual Report of activity for the school year 2018-2019 ending on June 30th of this year is without incident or complaint.

Respectfully,



BERNARD HUOT

Ethics Officer
Riverside School Board



*without
incident*

ACT RESPECTING WORKFORCE MANAGEMENT AND CONTROL (LGCE)

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

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

MEES established a baseline for Riverside School Board in 2014 as 1,991 employees. Since then, there has been an important growth in the number of employees because of growth in students but mainly, in 2018-2019, because of an important reinvestment in education. This growth and reinvestment allowed us to reinject more direct services to students through the hiring of teachers, professionals and technicians. Enrollment growth and dedicated budgetary measures are acceptable factors in exceeding the established base line.

	NUMBER OF EMPLOYEES				
	MEES BASELINE	MARCH 2016	MARCH 2017	MARCH 2018	MARCH 2019
1 Administrators	67	66	65	71	69
2 Professionals	60	57	60	70	72
3 Nurses	0	0	0	0	0
4 Teachers	1,077	1,071	1,100	1,153	1,210
5 Office Staff, technicians & related jobs	722	704	741	777	828
6 Peace Officers	0	0	0	0	0
7 Tradesmen and maintenance and service personnel	65	60	56	67	68
8 Students and stagiaires	0	0	0	0	0
TOTAL	1,991	1,958	2,022	2,138	2,247

Furthermore, “A public body may not enter into a service contract if the contract eludes (i.e. circumvents) the workforce-related control measures taken under this Act.” (Article 15 of the LGCE). A service contract that does not respect this new rule will be illegal.

During the 2018-2019 school year, Riverside School Board awarded, in accordance with Article 16 of the Act, no service contracts over the amount of \$25,000 to companies and four (4) contracts over the amount of \$10,000 were awarded to individuals.

	Contracts concluded with a legal person / company	Contracts concluded with a physical person (in business or not)	TOTAL
Number of Contracts	0	4	4
Amount of Contracts	\$0	\$49,333	\$49,333

REPORT OF THE INDEPENDENT AUDITOR ON THE SUMMARY FINANCIAL STATEMENTS

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

Opinion

The summary financial statements, which comprise the summary statements of distribution of revenue and expenditures for the year ended June 30, 2019, and the related note, are derived from the audited financial statements of Riverside School Board for the year ended June 30, 2019.

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

Summary financial statements

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

The audited financial statements and our report thereon

We expressed an unmodified audit opinion on those financial statements in our report dated October 15, 2019. Those financial statements, and the summary financial statements, do not reflect the effects of events that occurred subsequent to the date of our report on those financial statements.

Management's responsibility for the summary financial statements

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

Auditor's Responsibility

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



Boucherville, December 13, 2019

¹ By Yves Labranche, CPA auditor, CA

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

Montréal
217, rue Saint-Jacques
Montréal
H2Y 1M6
t. 514 360-2467

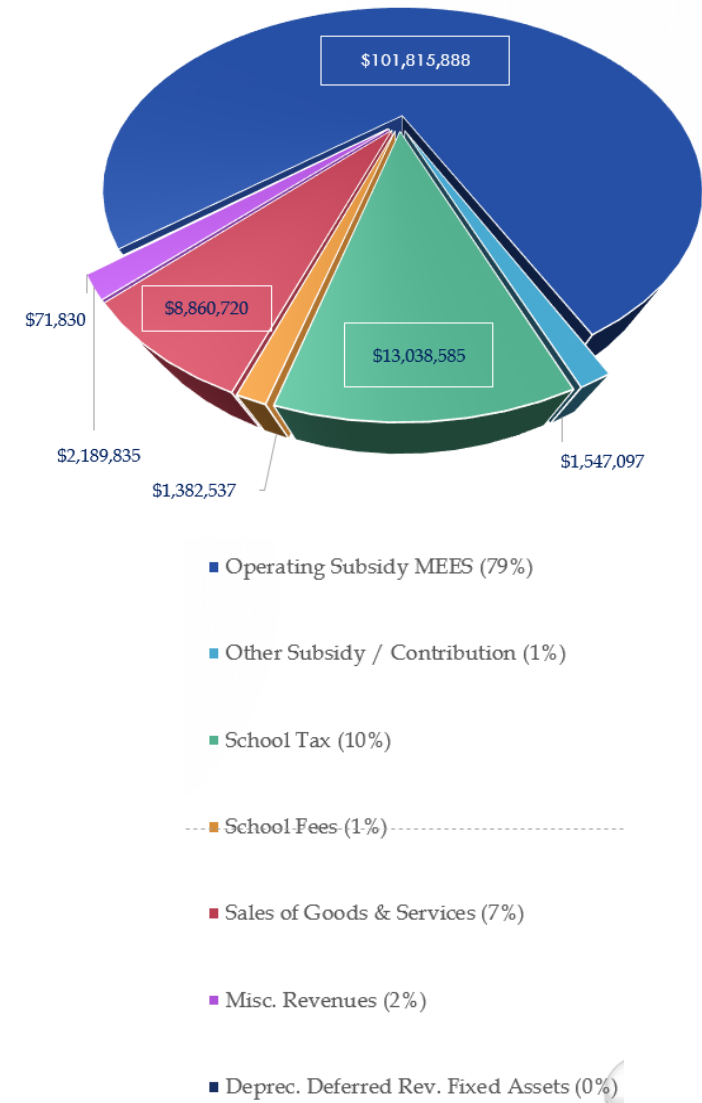
Boucherville
1190, Place Nobel
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Boucherville J4B 5L2
t. 450 449-3930

Trois-Rivières
3450, boul. Gene-H.-Kruger
Bureau 230
Trois-Rivières G9A 4M3
t. 819 378-4656

Laval
2745, rue Michelin
Laval
H7L 5X6
t. 450 688-2211

DISTRIBUTION *of revenues*

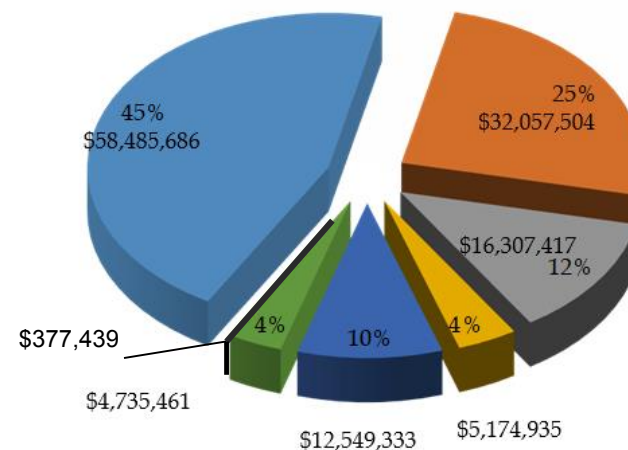
	<u>Actual 2018-2019</u>	<u>Actual 2017-2018</u>
Operating Subsidy MEES	\$101,815,888	\$ 85,205,031
Other Subsidy / Contribution	\$ 1,547,097	\$ 1,045,294
School Tax	\$ 13,038,585	\$ 23,506,354
School Fees	\$ 1,382,537	\$ 1,604,069
Sales of Goods & Services	\$ 8,860,720	\$ 8,850,505
Misc. Revenues	\$ 2,189,835	\$ 3,102,782
Depreciation deferred revenues acquisition fixed assets	\$ 71,830	\$ 76,552
Total Revenues	<u>\$128,906,492</u>	<u>\$123,390,587</u>



Note: Extract from the TRAFICS 2018-2019

DISTRIBUTION *of expenditures*

	<u>Actual 2018-2019</u>	<u>Actual 2017-2018</u>
Teaching Activities	\$ 58,485,686	\$ 56,746,825
Support to Teaching Activities	\$ 32,057,504	\$ 29,878,000
Complementary Activities	\$ 16,307,417	\$ 15,352,270
Administrative Activities	\$ 5,174,935	\$ 4,920,371
Building Activities	\$ 12,549,333	\$ 11,828,403
Other Activities	\$ 4,735,461	\$ 5,477,861
Expense related – change in provision	\$ 377,439	\$ 369,833
Total Expenses	<u>\$129,687,775</u>	<u>\$124,573,563</u>
Surplus (deficit) of the year	<u>(\$ 781,283)</u>	<u>(\$ 1,182,976)</u>



- Teaching Activities (45%)
- Support to Teaching (25%)
- Complementary Activities (12%)
- Administrative Activities (4%)
- Building Activities (10%)
- Other Activities (4%)
- Expenses Related – change in provision (0%)

Note: Extract from the TRAFICS 2018-2019

SCHOOL *transportation*

	No. of Students	No. of Vehicles	Cost	Daily KM
Exclusive Daily Transportation	7,706	150	\$9,365,188	22,316
Bus & Mini Bus	7,370	96	\$7,226,443	15,920
Adapted bus	5	1	\$56,769	40
Type of Vehicle: Berlines	315	49	\$2,081,156	6,356
Adapted berlines	14	4		
Allocation to Users	2	N/A	\$819	N/A
Integrated Daily Transport	1,272	N/A	\$507,167	N/A



ALL VEHICLES ARE EQUIPPED WITH GPS TRACKER SYSTEMS

ID Kindergarten Tags

Helps schools direct the kindergarten students in the proper bus or daycare after school and helps drivers recognize the kindergarten students.



RIVERSIDE SCHOOL BOARD

REPORTING ON THE COMMITMENT-TO-SUCCESS PLAN 2018-2019

The year 2018-2019 marked the first year of implementation of the Riverside School Board Commitment-to-Success Plan. This plan emerged from the collective reflection of and consultation with our Riverside community. It stems from our specific context, reality and needs, this in the best interest of our students and their on-going success. It outlines the challenges, orientations and objectives that we, as a school board, have prioritized for the next years, in alignment with the MEES Policy on Educational Success and the Strategic Plan 2017-2022. It also provides the indicators that will allow us to concretely observe our progress towards the attainment of our targets within the set objectives.

In 2018-2019, our schools and centres created their Educational Project towards enhanced student success and the attainment of the objectives identified in our Commitment-to-Success Plan. After a year in the implementation process of our Commitment-to-Success Plan, new data may not allow us to draw significant conclusions on our progress towards attaining the targets. Attainment of our board objectives is reliant on the implementation of each school's Educational Project. However, this report underscores noteworthy information and highlights the connections between the Educational Projects and the Commitment-to-Success Plan that will allow us to make headway over the time period allocated to both.

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

1.1 Boys and Girls

PROVINCIAL SITUATION (PUBLIC)					
	2008 cohort (reference year)		2009 (most recent)	Target 2022	Target 2030
	Success	Gap	Gap	Gap	Gap
Boys	69.6%	11.0%	9.5%	6.1%	3%
Girls	80.6%				

RIVERSIDE SCHOOL BOARD					
	2008 cohort (reference year)		2009 (most recent)	Target 2022	Target 2030
	Success	Gap	Gap	Gap	Gap
Boys	75.1%	14.5%	4.2%	6.0%	5%
Girls	89.6%				

(RSB Commitment-to-Success Plan, p.17)

Provincial Results (réseau public):

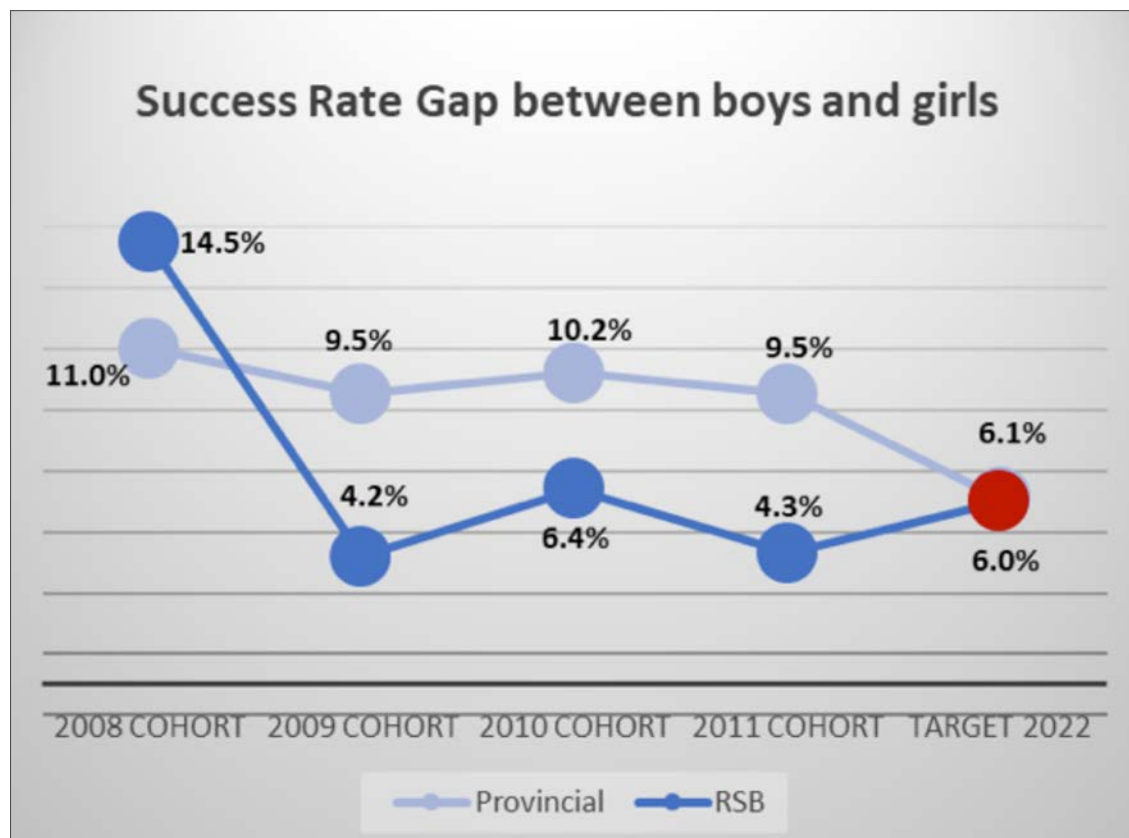
	2008 Cohort		2009 Cohort		2010 Cohort		2011 Cohort		Target 2022
	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Gap
Boys	69.6%	11.0%	71.9%	9.5%	72.8%	10.2%	74.0%	9.5%	6.1%
Girls	80.6%		81.4%		83.0%		83.5%		

Source: Diplomation 2018 (p. 14); Diplomation 2019 (p. 14)

RSB Data to report:

	2008 Cohort		2009 Cohort		2010 Cohort		2011 Cohort		Target 2022
	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%	6.0%
Girls	89.6%		88.6%		91.7%		87.1%		

Source: Diplomation 2018 (p. 14); Diplomation 2019 (p. 14)



The trend for Riverside School Board remains under the 2022 target (both locally and provincially). However, it is consistent with the provincial trend, mimicking its fluctuations. Through their Educational Projects created in the 2018-2019 school year, four schools distinctly target the gap between boys and girls among their objectives, focusing on reading, writing and mathematics at the elementary level.

1.2 Students with Handicaps, Social Maladjustments or Learning Difficulties with an IEP

PROVINCIAL SITUATION (PUBLIC)					
	2008 cohort (reference year)		2009 (most recent)	Target 2022	Target 2030
	Success	Gap	Gap	Gap	Gap
Students with handicaps, social maladjustments or learning difficulties with an IEP	48.3%	34.1%	32.0%	25.3%	12.4%
Regular students	82.4%				

RIVERSIDE SCHOOL BOARD					
	2008 cohort (reference year)		2009 (most recent)	Target 2022	Target 2030
	Success	Gap	Gap	Gap	Gap
Students with handicaps, social maladjustments or learning difficulties with an IEP	58.3%	33.0%	24.6%	22.0%	16.5%
Regular students	91.3%				

(RSB Commitment-to-Success Plan p.18)

Provincial Results (réseau public):

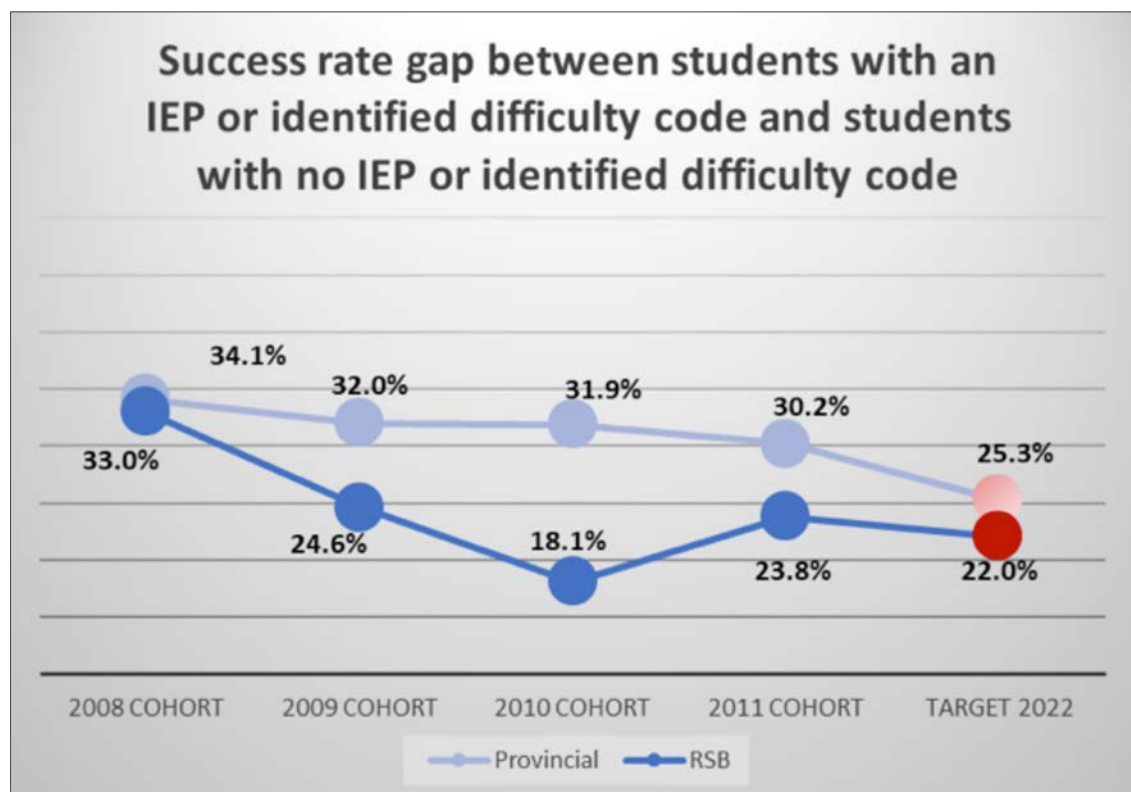
	2008 Cohort		2009 Cohort		2010 Cohort		2011 Cohort		Target 2022
	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Gap
Students with handicaps, social maladjustments or learning difficulties with an IEP	48.3%	34.1%	51.8%	32.0%	53.7%	31.9%	56.2%	30.2%	25.3%
Regular Students	82.4%		83.8%		85.6%		86.4%		

Source: Diplomation 2019 (p. 21)

RSB Data to report:

	2008 Cohort		2009 Cohort		2010 Cohort		2011 Cohort		Target 2022
	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Gap
Students with handicaps, social maladjustments or learning difficulties with an IEP	58.3%	33.0%	68.6%	24.6%	75.7%	18.1%	91.9%	23.8%	22.0%
Regular Students	91.3%		93.2%		93.8%		68.1%		

Source: Charlemagne, Productions ministérielles/Indicateurs et statistique, novembre 2019



Riverside School Board focuses on high levels of learning for all, looking at the best means to support every student. As such all Educational Projects created in the 2018-2019 school year aim to contribute to reducing gaps. Seven objectives identified in the schools' Educational Projects specifically target improvement for students with IEPs, in areas that include mathematics and language proficiency.

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

PROVINCIAL SITUATION (PUBLIC)			
	2016-2017 (reference year)	Target 2022	Target 2030
Proportion of students	12.5%	11.4%	10%

RIVERSIDE SCHOOL BOARD			
	2016-2017 (reference year)	Target 2022	Target 2030
Proportion of students	3.8%	5% max	5% max

(RSB Commitment-to-Success Plan, p.25)

Provincial Results (réseau public):

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

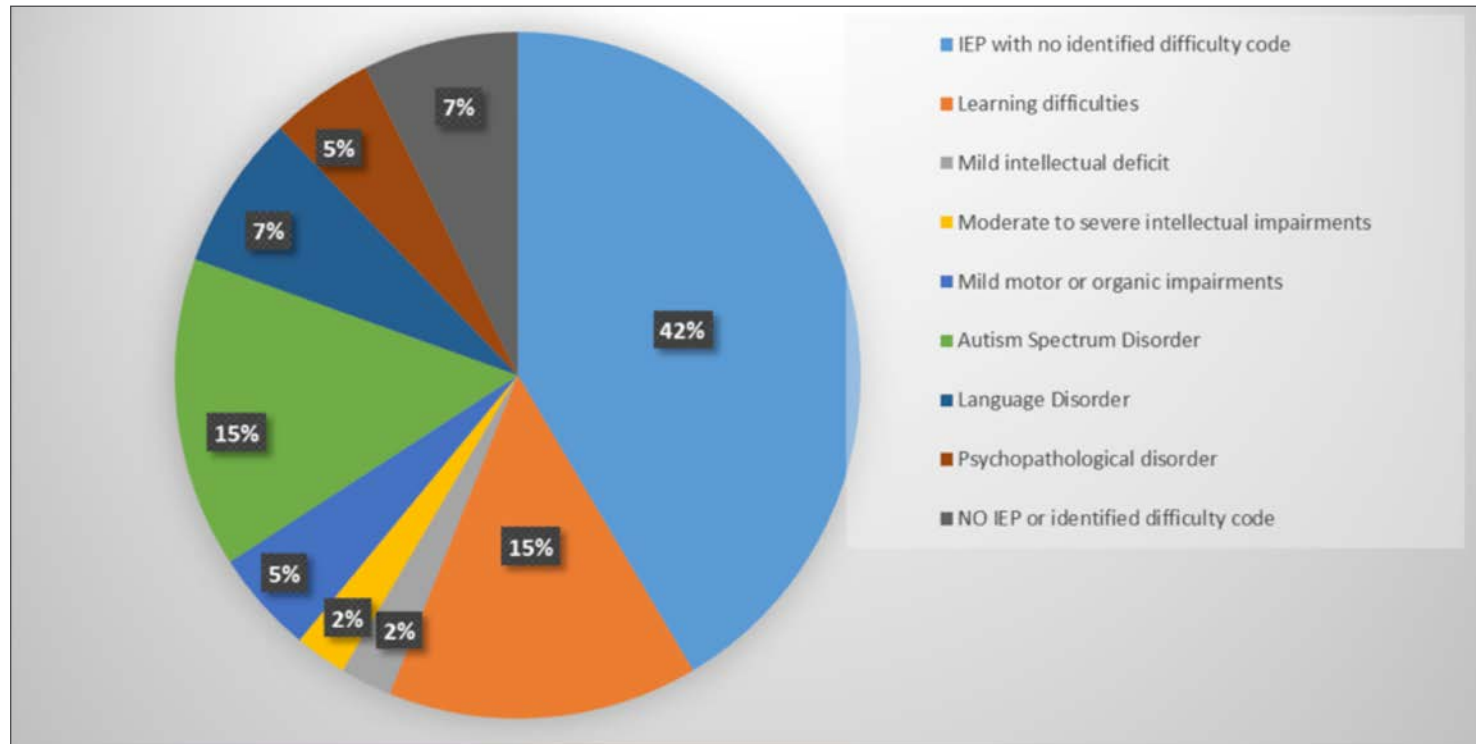
Source: MEES Rapport Annuel 2018-2019 (p. 56)

RSB Data to report:

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

Source: AGIR report « Indicateurs nationaux – Données par commission scolaire: Enseignement secondaire – Formation générale des jeunes 2018-2019 »

Secondary 1 students starting secondary school at 13 years old or older



Riverside School Board continues to prioritize a case-by-case approach. The proportion of students starting secondary school at 13 years or older at Riverside remains much under that of the province.

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

PROVINCIAL SITUATION (PUBLIC)				
	2008 cohort (reference year)	2009 (most recent)	Target 2022	Target 2030
Students under 20 obtaining a first diploma (SSD or DVS)	Data not provided			85%
Students under 20 obtaining a first diploma or qualification	74.9%	76.5%	85.0%	90.0%

RIVERSIDE SCHOOL BOARD				
	2008 cohort (reference year)	2009 (most recent)	Target 2022	Target 2030
Students under 20 obtaining a first diploma (SSD or DVS)	Data not provided			85%
Students under 20 obtaining a first diploma or qualification	82.1%	86.4%	88.0%	90.0%

(RSB Commitment to Success, p.27)

Provincial Results (réseau public):

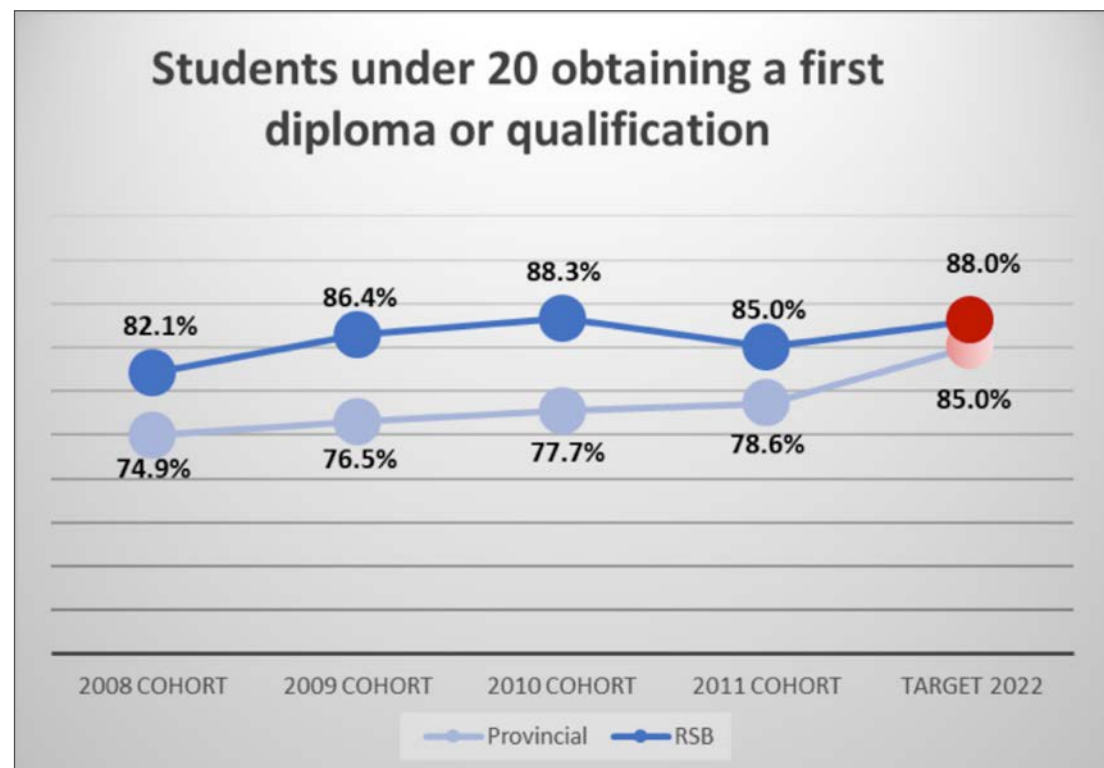
	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Target 2022
Students under 20 obtaining a first diploma (SSD or DVS)	N/A	N/A	N/A	N/A	N/A
Students under 20 obtaining a first diploma or qualification	74.9%	76.5%	77.7%	78.6%	85.0%

Source: Diplomation 2019 (p. 14)

RSB Data to report:

	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Target 2022
Students under 20 obtaining a first diploma (SSD or DVS)	N/A	N/A	N/A	N/A	N/A
Students under 20 obtaining a first diploma or qualification	82.1%	86.4%	88.3%	85.0%	88.0%

Source: Diplomation 2019 (p. 14)



Riverside School Board has maintained a high percentage of students under 20 obtaining a first diploma or qualification. The rate of graduation and qualification for the 7-year, 2011 cohort at Riverside School Board already matches the provincial target for 2022. Nonetheless, every fluctuation, including a 3.3% decrease from 2010, is closely analyzed in order to find the means for continued improvement. Through their Educational Project created in the 2018-2019 school year, all Riverside schools have prioritized student academic achievement, engagement or wellness, all factors contributing to perseverance and subsequent obtaining of a qualification or diploma. Further to the youth sector services, the Riverside School Board adult and vocational sectors play an important role in student graduation rates. In 2018-2019, there was a 9% increase in enrolment at ACCESS. One support initiative that was launched in the 2018-2019 school year was the Bridge program. The Bridge program is designed to help those students experiencing difficulty integrating into regular classes to attain either the prerequisites for Vocational Training programs or the English, Math and/ or French courses that they require to graduate.

OBJECTIVE 4: ENSURE A HIGH LEVEL OF LANGUAGE PROFICIENCY

PROVINCIAL SITUATION (PUBLIC)			
	2017-2018 (reference year)	Target 2022	Target 2030
Grade 4: Composition component of the grade 4 language of instruction ministerial examination in the public system	N/A	In its Strategic plan, the MEES indicates that specific targets will have to be determined in 2018.	
Grade 6 : Percentage of students achieving at least 70% in both English Language Arts (ELA) and French as a Second Language (FSL) final global results	N/A	N/A	N/A
Secondary 5: Percentage of students achieving at least 70% in both English Language Arts (ELA) and French as a Second Language (FSL) final global results	N/A	N/A	N/A
RIVERSIDE SCHOOL BOARD			
	2017-2018 (reference year)	Target 2022	Target 2030
Grade 4: Composition component of the grade 4 language of instruction ministerial examination in the public system	This examination only exists for the French school boards. It does not exist in the English sector. In its 2017-2022 Strategic Plan, the Ministry of Education indicates that the assessment modalities for this objective will be identified at a later time for the English school boards. ²²		
Grade 6 : Percentage of students achieving at least 70% in both English Language Arts (ELA) and French as a Second Language (FSL) final global results ²³	72.4%	77%	82%
Secondary 5: Percentage of students achieving at least 70% in both English Language Arts (ELA) and French as a Second Language (FSL) final global results ²⁴	65.8%	71%	76%

Provincial Results (réseau public):

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

RSB Data to report:

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

Source: Gr. 6 results from GPI; Sec. 5 results from Charlemagne Ministry Reports and GPI

Through their Educational Projects created in the 2018-2019 school year, 20 Riverside schools have prioritized language proficiency (English and French) among their objectives, through such areas as reading, writing, oral competency and targeted aspects of literacy across the curriculum.

In 2017-2018, researchers came to address all Riverside administrators and school teams on bilingualism and language instruction. In 2018-2019, other researchers addressed the same audience on the topic of transfer and crosslinguistic pedagogy. Over the last decade, joint bilingual workshops and professional development for French and English teachers on common language issues and strategies have facilitated conversation and action towards enhanced student proficiency in both languages.

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

In 2018-2019, Riverside invested more than \$8.5 million in major projects to maintain real estate assets and carry out eight major renovation projects. These investments and projects were aimed at attaining objective 5, which is to ensure that all school buildings are in satisfactory condition.

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 are now provided consideration regardless of the actual state of the building or the element. Discussions are ongoing to address this situation; important changes are therefore expected.

% of School Buildings in Satisfactory Condition (C) According to the FCI (IVP)				
	2016 - 2017 (reference years)	2017-2018	2018-2019	Target 2022
Provincial	68.6%	N/D	N/D	85%
RSB	92.6%	18.5%	33.3%	85%

OTHER MINISTERIAL ORIENTATIONS

Orientation 1: Increase the proportion of the adult population of Québec who demonstrate high-level literacy according to PIAAC 2022

The number of registrations in Alphabétisation, Francisation, French and English classes steadily increase yearly. We opened four new classrooms at ACCESS Taschereau Adult Education Centre in Brossard to accommodate all new registrations for the Fall semester. The SARCA agent developed two new programs to increase literacy in the adult sector: the Bridge program allowing students to finish their High School studies in a diversified approach and Learning on the go where the mobile unit presents the adult with a safe learning environment within one of our community partner establishments.

Orientation 2: Have elementary students physically active at least 60 minutes per day

In 2018-2019, the number of Riverside elementary schools supported through measure 15023, “À l’école, on bouge”, was doubled from 2017-2018. Moreover, the foundations were laid to increase this number again for 2019-2020, as well as to access the two, 20-minute recesses as opportunity for organized physical activity for all students in order to attain the desired minimum 60 minutes.

In addition, plans were made for 2019-2020 to include high schools on a course of action to be supported through a new measure 15028, increasing the general offering of extra-curricular activities including those comprising sustained physical activity, every school day.



ACT TO FACILITATE THE DISCLOSURE OF WRONGDOINGS RELATING TO PUBLIC BODIES

Under the Act, 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 2018-2019, 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.

