

Annual report

2020 -2021

RIVERSIDE
SCHOOL BOARD



Mission

One of Québec's English school boards, Riverside is committed to providing an engaging, inclusive, adaptive and bilingual environment that empowers learners to achieve their full potential.

Vision

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

Values

RESPECT for diversity, individual differences and the environment.

SUCCESS in fostering engagement, collaboration, lifelong learning.

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



Table of contents

Report from the Chair & the Director General.....	4	Our Schools.....	22
Educational Services.....	6	Our Year in Stories	32
Complementary Services.....	8	Student Ombudsman's Report 2020-2021.....	42
ACCESS: Adult General Education (AGE) & Vocational Training (VT)	9	Report on Riverside's Commitment to Maintain a Bullying-Free and Violence Free Environment	46
Community Learning Centres (CLCs).....	12	Ethics Officer's Report	47
Riverside's International Student Education (RISE)	13	Law 17 - Act Respecting Workforce Management and Control (LGCE).....	48
Human Resources.....	14	Distribution of Revenues	50
Technology	15	Distribution of Expenditures.....	51
Material Resources.....	16	Reporting on the Commitment-to-Success Plan 2020-2021	52
School Transportation.....	17		
Council of Commissioners.....	18		
Organigram	20		



Report from the chair *and director general*

Looking back at the 2020-2021 school year, we want to underline the immense work done during this unprecedented year. Indeed, COVID-19 has forced our system to adapt and this, in a spectacular way.

We cannot underline enough, the devotion, the adaptability and the creativity needed from our students, staff and community. Between personal circumstances tied to the pandemic and different degrees of aptitudes when it comes to new technologies, not everyone was at the same level to instantly take this necessary turn. We wish to recognize everyone's commitment towards the rapid transition imposed on us.

We wish to salute the various teams from central services, who work behind the scenes, which supported this unprecedented turn towards teaching but also in telework, especially in a context, where, with very tight deadlines, the directives were in constant evolution in light of the pandemic.

Thanks to a group of employees from our school board who stepped up to the plate, our Educational Services team organized, literally in a few hours, emergency daycare services in order to support essential workers. Educational Services also developed an Internet website (BrainBoost) in order to provide students and parents with stimulating activities during the pandemic. This expertise was put to use in supporting the Minister of Education in the elaboration of the pedagogical kits. Finally, let us underline all of the training developed and deployed so that our teachers were able to continue their pedagogical support remotely.

Conscious of the fact that some vulnerable students needed more personalized support, our Complementary Services developed an offer of service for them as well as a dedicated section on our BrainBoost website. By phone, by email or by videoconference, our consultants and professionals made a difference, in a personalized way, for many students and their families.

With the creativity and the spirit of innovation which characterizes it, the ACCESS team quickly redeployed its offer of service in order to accommodate our adult students who were eager to move on to the next phase of their life while dealing with a pandemic which, often, impacted them as parents as well. We would like to take this opportunity to recognize ACCESS's important contribution to the effort that was asked by the Health Sector. Our teachers as well as our students met this challenge when asked to lend a hand in the CHSLDs. The ACCESS team was also active in helping the government in training more attendants via a new Skill Certificate Training (SCT) which was put into place in a matter of days. Bravo!

The school teams, our Material Resources and our Finance Department put into place the directives from santé publique to make our schools and centres safe for our students. The personal protection equipment (PPE), the cleaning products, etc., were ordered and delivered to our schools. Additional hygiene measures were put into place.

Our Human Resources Department, in addition to managing unprecedented work conditions, analyzed and did the follow-up to hundreds of requests for exemptions so that our services could continue to be offered while respecting everyone's circumstances.

We also thank our Transportation Department for all of the back-to-school scenarios. The team worked under pressure with strict rules to organize various plans for the transportation of students, sometimes with impossible deadlines.

Although 2020-2021 was a challenging year, we want to highlight the ambitious project announced for REACH School and Harold Napper School.

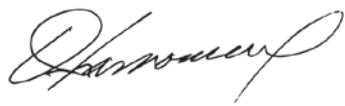
For several years, the Council of Commissioners, as well as the Parents' Committee of Riverside School Board, the Governing Board, the parents and staff of REACH School, the head office staff, and Member of the National Assembly for Laporte,

Ms. Nicole Ménard, have been working closely with Minister Roberge's entourage to complete this project, which, by his own admission, is a project that was particularly close to his heart. Thus, Saint-Lambert International High School, which currently hosts REACH School classes, will see an addition of 17 classrooms and specialized spaces to relocate the clientele of the supraregional schooling service of REACH School and the EHDA clientele.

With a population of nearly 500 students, Harold Napper School in Brossard will be able to see an addition of eight classrooms. The new layout will allow students to have access to classes better adapted to their needs, to be able to enjoy varied and stimulating specialized rooms for their learning and be able to welcome 4-year-old kindergarten students.

We welcome the government's significant investments in the development of new premises for the well-being of our students. The expansion plans for these two schools will provide our student population with better room capacity, and common spaces as well as specialized services for our most vulnerable students.

In 2020-2021, there were so many people, at so many levels doing so many things, that we apologize to anyone whom we may have forgotten. We cannot forget, however, the priceless help of our main partners. The Ministry of Education, which, while always keeping the students' and staff's best interest in mind, had to coordinate with their colleagues at santé publique and in other ministries. Our Union partners were exceptional in a context requiring flexibility and adaptability. We also want to mention the Council of Commissioners, who exercised its role as an overseer, and this with thoroughness, in order to ensure the health and safety of the students and staff and to respect everyone's rights. The Parents' Committee mobilized itself in order to ask the right questions from all decisional levels during this period filled with challenges. The Québec English School Board Association (QESBA) for its leadership at the provincial level. The parents who have shown flexibility, understanding and cooperation while they were helping their children live through these major changes in their lives. In closing, our students who have learned how to adapt, overnight, to this new reality.



DAN LAMOUREUX
Chairman
Riverside School Board



SYLVAIN RACETTE
Director General
Riverside School Board



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, pedagogical integration of technology and library services, school daycare services, certification of studies, registration, student declaration, placement and eligibility.

Marked by a pandemic that began in March 2020 and remains ongoing, the 2020-2021 school year continued to test our educational system, with a significant impact on the work of the Educational Services department. Newly developed online systems for registration and eligibility application were implemented and fine-tuned. There were also numerous and changing directives to contend with from the Ministry and public health authorities. Despite these, all efforts were made to maintain the continuity of quality educational services to its more than 9,100 youth sector students, and to support the 179 students whose parents chose to homeschool.

Together with all Riverside schools, the Educational Services department was again faced with addressing the challenge of teaching and learning through various modes: at a distance, in class and hybrid. Students medically exempt from physically reporting to school were entitled to full educational services provided at a distance. For these students, the Riverside Virtual Hub was launched, servicing more than 140 students from kindergarten to secondary 5. For students fully in school and navigating the year within an imposed bubble, the real threat of mandatory isolation and of temporary class closures meant that teaching and learning were constantly on high alert, ready to move to distance education at any time. Readying for the real possibility of distance education called for support to schools in various ways: preparing adapted schedules that met Ministry requirements, offering intensive and focused training to all teachers and school teams, helping schools to ensure technology access for all students by facilitating the identification of needs, contributing to the purchase of additional devices, and providing access to Internet. In secondary 3, 4 and 5, an initial, temporarily mandated hybrid model remained for the year, with students and teachers juggling the dynamics of physical presence and distance education.

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 and help identify and analyze data aligned with the Commitment-to-Success Plan, the Educational Projects and the needs specified by the schools. They offer, organize and lead workshops, presentations, small group and one-on-one support, collective standardization, marking centers, special focus sessions as well as school-based and board-wide initiatives. In 2020-2021, the Curriculum Team members reinvented themselves, adjusting to the reality of their responsibilities within the pandemic. Three Ministry-mandated training days were offered, focusing on distance education through 98 professional development sessions that generated over 3,200 participations. In addition to this, over 230 workshops and formal training opportunities were





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.

proposed to teachers and school teams, for a total participation of close to 4,500, from both the elementary and secondary sectors.

A strong collaboration among the Réseau de personnes ressources pour le développement des Compétences des élèves par l'Intégration des Technologies (RÉCIT), librarian and curriculum consultants reflects a deep commitment to the integration of a range of literacy, numeracy and technology resources. It centers upon and promotes evidence-based, effective practices in the classroom, within a rich cultural context. The pandemic was instrumental in bringing technopedagogical practice to the forefront. It also placed a spotlight on library services. Despite the interrupted school library services due to the pandemic, they nonetheless found ways to flourish in 2020-2021. The Educational Services librarian consultants were involved in the purchase of 13,589 books, both digital and paper. In addition, a total of 50,891 online library loans were tabulated.

In the midst of the urgencies generated by the health context, new 4 year-old kindergarten classes were opened in 2020-2021, for a total count of 10 groups in 8 schools. Moreover, as the MEQ prepared to launch a new Preschool Cycle Program for the 2021-2022 school year, sustained and intensive support to teachers was required and provided in anticipation of this.

The work of the Educational Services department also extends beyond the regular school schedule. Daycare services are offered in 18 of our schools and to all of our elementary clientele. In December 2020, January 2021 and March 2021, emergency daycare services were mandated by the Ministry, requiring the leadership, involvement and support of the Educational Services department.

Summer school options are also available through the Educational Services department to serve a wide variety of student needs, such as the opportunity to succeed in courses not passed during the regular school year, timely promotion, optimal program or course placement and the achievement of academic and personal goals. As in 2019-2020, the health crisis prompted new collaborations towards student success. Once again with Leading Education and Resource Network (LEARN) as a partner, online courses were provided to those students needing summer school. A total of 188 participations met with a success rate of 72.4%. For those students enrolled in secondary 4 and 5 courses, the success rate was 86.3%.

Complementary *services*

During the 2020-2021 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.

The Complementary Services team of professionals and support staff were present in schools to provide direct support to students and teachers to address academic, social, and emotional difficulties and challenges. For those students adopting a hybrid model or exempted from attending school in presence, team members offered telehealth services. We adapted our service delivery model to meet the needs of our population including members of our very own team impacted by the repercussions of the pandemic.

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

Complementary Services professionals in collaboration with Centennial Regional High School piloted a regional program for secondary students presenting with psychosocial challenges. A flexible classroom culture was adopted whereby students could learn at their own pace and receive psychological support and coaching. This program was designed to provide students with an individualized plan to support growth and development so that they may attempt to meet program expectations and receive the emotional support required to help them attain their own level of success. The pilot project was retained and will continue for the 2021-2022 school year at its new home at Heritage Regional High School.



Our vision is to meet the needs of every child through innovative practices that motivate students to learn, while striving to meet the needs of the whole student. From grades 3 to 8, our students with language-based learning difficulties that require pointed instructional adaptations have a designated regional program to support their learning in an environment that is providing them with the structure and educational guidance required for them to be successful learners. We will continue to grow this structure to include secondary five students. Our Boost, Tech Tools and Evolution groups will receive professional development and support from Speech and Language Pathologists, Special Education Consultants, Resource Teachers and Guidance from our centre of excellence for Inclusive Schools Network (ISN).

Guidance Counsellors from both our youth and adult sectors hosted a student and parent virtual presentation entitled Post-secondary Education Options for our Students. The session was very well attended and recorded for parents and students to view at their leisure. We intend to continue this collaboration moving forward to highlight the numerous possibilities that are available to Riverside School Board (RSB) students.

The Complementary Services department prides itself on the diverse initiatives created in direct response to the needs of Riverside staff, students, and families.

ACCESS: ADULT GENERAL EDUCATION (AGE) & VOCATIONAL TRAINING (VT)

ADULT GENERAL EDUCATION (AGE)

RSB had 1,984 students registered in AGE courses during the 2020-2021 school year in our three Adult Education centres, as well as students registered to Distance Education and a Virtual Classroom. Students were registered in all ten of the services offered in Adult Education. ACCESS Brossard offered classes to develop literacy skills at a pre-secondary level in both French and English. ACCESS Cleghorn focused on classes dedicated to 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.

Life skills such as but not limited to bike repair, small engine repair, replacing tires and animal grooming, were offered to students to acquire skills they can use in everyday life, thus increasing their chances in landing a good part-time job.

Participation in presence was a challenge for students of ACCESS Brossard with family responsibilities taking priority. In contrast, students of ACCESS Cleghorn favored learning in presence versus online, while a hybrid model of virtual learning and in presence attendance was offered in both campuses. Technological support was offered to all students to facilitate their online learning. Some workshops as well as direct support facilitated their use of technology. Academic and mental health support was offered to students all year, using different models of delivery for support and requests.

VOCATIONAL TRAINING (VT)

We had 441 students enrolled in vocational programs offered onsite at one of ACCESS' four Vocational Centres and our industry partner Transport Robert (offering DVS Trucking). Our orientation courses continue to be a success as additional support to our students in Vocational Training at ACCESS, whereby students are equipped with the necessary tools to prepare them for their respective vocational programs..



These events allowed us to promote our French and English language training, Adult General Education programs, Vocational Training, Recognition of Acquired Competencies (RAC) and Business Services.

ACCESS: ADULT GENERAL EDUCATION (AGE) & VOCATIONAL TRAINING (VT) *cont.*



Our Vocational Training programs in Secretarial Studies, Accounting, Starting A Business, Professional Sales, Sales Representation and School Daycare Educator were developed to be delivered in an online virtual synchronous format using the Moodle and TEAMS learning management systems. These programs were well received with a total registration of 2,276 students.

The ATE (Alternance-travail-études) model in Vocational Training allows students to work in an internship in the industry at the very beginning of their studies. In 2020-2021, we had 85 students enrolled in the ATE in both Stationary Engine Mechanics and Automobile Mechanics. Several students in our Vocational programs followed a concurrent model, allowing them to acquire their High School pre-requisites while completing their studies.

The RAC (Recognition of acquired Competencies) process is a service that continues to grow particularly in the construction and building and public works sector. It was anticipated that the pandemic would drastically affect the number of people interested in RAC, we had 39 individuals who expressed interest in the service. Twelve candidates began the process, and three completed it to receive an official diploma.

RESPONSIVENESS TO ACCESS STUDENTS, THE COMMUNITY AND BUSINESSES

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

The Services d'accueil, de référence, de conseil et d'accompagnement (SARCA) agent worked with our community partners by providing enrollment and program information to the public visiting our centres and referral to the appropriate staff and/or services offered by Riverside.

The SARCA agent was able to meet over 20 students from two high schools in order to offer post-secondary education counselling. As access was restricted in high schools and adult education centres, there were no referrals for the students-for-a-day service, and SARCA was not present for parent-teacher interviews.

As part of the role of the SARCA agent, program development for alternative learning situations has been provided through the application of government grants. During this school year, our students were able to benefit from individualized online learning in both English and Math.

On several occasions during the 2020-2021 school year, scheduled on-site classes had to be given online, due to the COVID-19 pandemic. Students in Adult General Education and Vocational Training were able to continue their studies. Our teachers worked with our Pedagogical Consultants to make courses available to students using a variety of online platforms including TEAMS and Moodle.

Increasing our presence on social media, notably Facebook and Instagram, allowed us to share content with current and potential students to inform them of our programs and services. Social media campaigns were launched throughout the year to promote program enrollment, particularly for cohorts with lower registration. Some of our local community partners (the Community Learning Centres (CLCs), Maison internationale de la Rive-Sud (MIRS), the Assistance and Referral Centre (ARC) and the Military Family Resource Centres (MFRC)

collaborated by helping us spread information across their own social media channels. Our social media platforms were also used to highlight our dedication to ensuring the wellbeing and safety of our students and staff. In-house videos were created for each centre, displaying all the health and safety measures put in place to make sure everyone felt safe coming to school. Student and staff testimonials were also included in these videos.

With the intention for our students to access essential information (schedules, announcements, etc.) at their fingertips, we took the steps necessary to launch Mozaïk FP/FGA. Training and workshops were planned with Gestion du réseau informatique des commissions scolaires (GRICS) before launching with Administrators, School Organization Technicians, Professionals, and Teachers. The launch was planned in phases, beginning with Mozaïk for FGA students at ACCESS Cleghorn. Additional cohorts will be added to this initiative in the 2021-2022 school year.

Due to COVID-19 restrictions, we worked alongside an outsourced agency to create a virtual Open House platform (www.discoveraccess.ca). Programs, courses, services, and living in the Montérégie were all highlighted on this website, which launched in June 2021. A professional videographer created promotional videos for each of our programs, which were embedded on this site and added to our YouTube channel. These videos continue to be used regularly for promotional purposes, and the creation of this site produced a sustainable platform that can be used at any time.

We participated in two virtual career and education fairs: The Salon de l'étudiant in October, as well as a promotional RAC event in March. These online events proved not to be as valuable as in-person, as attendees had an opportunity to peruse but we could not engage with them as we would during live events.

This past year, we expanded our partnership with New Frontiers School Board (NFSB). Our mandate was, and continues to be, to have a strong working relationship by joining forces to implement a unified and regional approach



to our Vocational Training offers in English in the Montérégie. Funding from a ministère de l'Éducation (MEQ) grant was used to further this mandate, in the amount of \$70,000. Stakeholders from both NFSB and RSB participated in a two-day workshop with an outsourced agency, where the objective was to carry out a comprehensive case study and to develop a strategic plan to help the parties evolve towards an innovative approach and holistic offer of professional trainings in English on the South Shore.

While we continued to work with trusted local agencies to help in the creation of advertising and marketing initiatives, we expanded our network and began working with a new agency to help increase our Search Engine Optimization (SEO). With little to no in-person and in-house events occurring over the last year, it was vital that we enhance our presence and appearance on Google, as more people were going online to seek information on higher education offerings. Once the first phase was completed, our rankings on Google increased, making our programs and RAC services offer more visible and easier to find than in previous years.

Community Learning Centres (CLCs)

The CLC Community Development Agents (CDAs) participated and provided leadership in the City of Longueuil social development meetings which focus on the issues of poverty and social isolation in relation to the borough of Greenfield Park and/or the cities of St. Lambert and Brossard. Their involvement in the meetings lends itself to ensure that support in these areas continue throughout the 2020-2021 school year. Also, as a result of having a presence at meetings pertaining to socio-economic-cultural issues, a bilingual portrait of Greenfield Park was created, providing valuable data. This led to the creation of a social development committee called Collectif GPK Collective, like those that exist for neighbouring boroughs, in Old-Longueuil and St. Hubert. As such, this will be an added value to our CLCs as funding from the provincial government is available for projects that qualify.

Our CLCs were able to maintain its offerings to both school and community despite the COVID-19 pandemic. The Community Development Agents also quickly adapted to the realities of class bubbles, social distancing measures, the inability to gather and confinement by providing innovative and adaptive programming to their respective groups. The CLCs, in collaboration with their community, used the available virtual platforms to deliver many of the service offerings to its participants. They received close to \$10,000 from the Montérégie West Community Network to produce 6 videos featuring our pre-school classes and make 100 parent kits that were offered to the families because they were not able to visit the school in person.

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

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

Riverside's International Student Education (RISE)

Without any doubt, COVID-19 had a considerable impact in our recruitment of new students during the 2020-2021 school year. Riverside School Board welcomed only two students in the Adult Education sector for languages and seven students in Vocational Training Programs, specifically Stationary Engine Mechanics, Health Assistance and Nursing, Bricklaying, Pharmacy Technical Assistance, Automobile Mechanics and Accounting. Because of the returning students from the years before in these programs, the total number of students with a Study Permit in the Adult sector were of seven in Adult Education and 38 in the Vocational training programs.

In the elementary and secondary sectors, the effects of the pandemic were just as important. We only welcomed two new students, one from Italy and one from Germany in February 2021, the balance of the youth students was made up of returning students, for a total of 26 students with a Study Permit. Our international students came from Rwanda, China, Vietnam, Germany, Iran, and Italy.

45

STUDENTS IN
ADULT EDUCATION
AND VOCATIONAL
TRAINING

26

STUDENTS IN
ELEMENTARY AND
SECONDARY

*Rwanda · China · Vietnam
Germany · Iran · Italy*

Families from the school board continued to offer our students accommodation to promote their cultural experience and took excellent care of them, even if they were all working and studying from home. We continued our work with schools to develop resources and measures to better support both students and teachers. The graduation rate for the international students is a testimonial to the support they get in the schools. Out of the 12 students in grade 11, ten graduated and the two remaining moved to Ontario. Among the graduating students we had four that graduated with an average of 88% and above.

The COVID-19 situation around the world combined by the travel restrictions that were only lifted in October 2020 were a deterrent for new students, and agents alike. Agencies decided to concentrate their efforts on 2021-2022. From the number of requests received in the spring and summer, it was clear that students from around the world were ready to come to Canada. The fact that Australia and New Zealand remained closed to international travel due to the pandemic situation and the happening of Brexit in England, Riverside School Board was allowed a promising new school year.



Human *resources*

In 2020-2021, the Human Resources Department was once again challenged by the significant lack of personnel available and a shortage and occasional absence of applicants applying to jobs. With the creation of the Virtual Hub, teachers were required to meet the needs of this online learning as well as maintain the same number of classes open in all our schools.

An initiative by the Association of Directors General of English School Boards of Québec (ADGESBQ) led to the appointment of a coordinator for teacher recruitment who worked with all Québec English School Boards Association (QESBA) school boards to assist with the teacher shortage being experienced across the province. Through this initiative, we were introduced to a widely used job platform across Canada, Apply to Education. This should be available early in the 2021-2022 school year.

With the expiration of all collective agreements for the employee sectors at RSB, it was a busy year as negotiations were ongoing for almost the entirety of the year. As always, a positive and mutually respectful relationship was maintained with our union representatives. Collaboration on several important issues were maintained during the negotiation process.

Close contact was maintained throughout the year with santé publique, MEQ and Commission des normes, de l'équité, de la santé et de la sécurité du travail (CNESST) pertaining to safety measures related to COVID-19 and adjustments were communicated and implemented by our staff. At RSB, we are proud of the attention given to the ever-evolving safety measures by our staff.

The Mental Health Initiative being implemented in all the English School Boards of Québec was continued. All RSB employees were invited to a virtual mental wellness session in the winter months as well as access to an online mental wellness program. In addition, a small team of administrators received training in civility in the workplace and this will continue over the next few years as schools and centres are invited to create Codes of Civility in their workplace. Our Employee and Family Assistance Program (EFAP) services from Morneau-Shepell were also advertised and maintained this year.

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

Technology

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

Throughout the 2020-2021 school year, the members of Technology Services were more than ever solicited, as a result of the pandemic. They played an integral role in acquiring and preparing over 2,500 laptops and tablets towards equipping all students and staff with the required devices to fully participate in their work at a distance.

They were also involved in offering technical support to the Riverside Virtual Hub students (with medical exemptions from physically reporting to school), as well as to their parents and teachers.

New software systems, such as Direct Access, were installed to facilitate the work of employees who were required to telework as a consequence of the public health directives. In the 2020-2021 school year, the Technology Services team addressed over 23,700 Gestion des requêtes et des services (GRDS) requests, providing support to the entire Riverside community.

In 2020-2021, the members of the Technology Services team were also involved in the shift from Mozaïk Finance to Dofin and Achat. Along with this work, they were very involved in the continued implementation of Mozaïk Portail.

The Technology Services team continued to build a strong infrastructure by updating servers, installing 32 new Wi-Fi access points and replacing 81 outdated ones, thereby improving network speed. The work began to upgrade the connectivity between schools, centres and the board, increasing the network speed to 10 Gbps. In addition, initial work was conducted towards enabling a telephone system through Teams, with fifteen users migrated.

The configuration of new intercom systems or new surveillance cameras, for instance, required ongoing collaboration with Material Resources. During the 2020-2021 school year, 141 new Smart TVs were installed in various schools and centres, through such collaboration.

Security of information continued to be a central topic of conversation in 2020-2021, with ongoing work towards the implementation of initiatives aiming to sensitize the Riverside community and take reflective action in this dossier.



Material resources

Riverside School Board owns 27 buildings, totalling 140,376 m², with an average age of 58 years. During 2020-2021, Riverside School Board invested more than \$9 million in major projects to maintain real estate assets and carried out nine major renovation projects in as many schools. These projects include the restoration of the exterior wall and fenestration while maintaining a good vantage point to improve the quality of services to users such as renovation of washrooms and interior finishes.

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

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

In October 2019, the ministère de l'Éducation MEQ required all school boards and service centres to analyze the lead concentration in its drinking water. The analysis of all the faucets used for drinking water in buildings was completed by November 2020, and revealed the following situation:

- Over 825 samples were taken;
- 4,5% of plumbing fixtures showed a lead level above the norm in both samples, at 0 and 30 seconds of flowing water, and have been put out of service until their replacement;
- 19% showed a lead level above the norm only in the first sample. Running water for 1 minute prior to drinking will continue for those plumbing fixtures until their short-term replacement.

The replacement of the plumbing fixtures should be completed by December 2021. The replacement process is longer due to the shortage of certain accessories, such as filters, and longer than usual delivery times of the equipment associated with the high demand in the education sector.

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

To this end, the following measures have been taken:

- Measurement of CO₂ levels by sampling classrooms in all schools and centres between December 2020 and March 2021;
- Sending the results to the MEQ for compilation and public report by April 2021;
- Sharing the results of CO₂ measurements with the community of each school and on our website;
- Distribution of portable CO₂ measuring devices to all schools and centres;
- Correcting situations with high levels of CO₂ as they were identified;
- Transmission to administrators of schools and centres of information relating to the problems and procedures for opening windows for natural ventilation;
- Raising awareness among all staff and stakeholders on the natural ventilation of the classrooms;
- Maximizing the supply of outside air in mechanical ventilated classrooms;
- Increase in the hours of operation for ventilation systems;
- Increase in the frequency of filters replacement in the ventilation system.

THE RESULT OF THE CO₂ MEASUREMENTS IS AS FOLLOWS:

Number of Classrooms	CO ₂ Level	1 st Measure (before start of period)	2 nd Measure (before start of period)	3 rd Measure (at the end of the period)
149 CLASSES	< 1,000	123 (82,55%)	114 (76,51%)	129 (86,58%)
	1,000<1,500	24 (16,11%)	30 (20,13%)	19 (12,75%)
	1,500<2,000	2 (1,34%)	5 (3,36%)	1 (0,67%)
	>2,000	0 (0,00%)	0 (0,00%)	0 (0,00%)

School transportation

	No. of Students	No. of Vehicles	Cost	Daily KM
Exclusive Daily Transportation	7,066	148	\$9,286,176	19,424
Bus & Mini Bus	6,826	91	\$6,990,494	13,433
Adapted bus	3	1	\$58,065	40
Type of Vehicle: Berlines	225	52	\$2,237,617	5,951
Adapted berlines	12	4		
Allocation to Users	0	N/A	N/A	N/A
Integrated Daily Transport	1,349	N/A	\$530,564	N/A



MINISTERIAL DIRECTIVES – COVID-19 HEALTH MEASURES

- Reduced passenger capacity on buses (2 students per seat).
- Students must wear the procedural mask during transportation.
- Rules of daily disinfection of vehicles.
- Availability of hand sanitizer on buses for students.
- Assigned seats for students to facilitate Public Health tracking.

Council of *commissioners*

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



FALL 2020

Council of *commissioners*

CHAIRMAN

DAN
LAMOUREUX



VICE CHAIRMAN DIVISION 10

CHRISTOPHER
CRAIG
Greenfield Park



DIVISION 1

PAMELA
BOOTH -
MORRISON
Belœil, Sorel-Tracy,
Varenes



DIVISION 2

FADI
TAWIL
Vieux-Longueuil



DIVISION 3

CHARLES
HORRELL
St. Bruno
Boucherville



DIVISION 4

ANNA
CAPOBIANCO-
SKIPWORTH
Chambly, Carignan,
Otterburn Park



DIVISION 5

LESLEY
LLEWELYN-
CUFFLING
Saint-Lambert



DIVISION 6

HENRIETTE
DUMONT
St. Hubert



DIVISION 7

MATHEW
MAZUR
Brossard One



DIVISION 8

MARGARET
GOUR
Brossard Two



DIVISION 9

KEVIN
ROSS
Roussillon



DIVISION 11

PATRICK
MICHAUD
St-Jean-sur-Richelieu
La Prairie



SECONDARY PARENT-COMMISSIONER

THERESA
AGUIAR



PARENT-COMMISSIONER AT-LARGE

MICHAEL
ANGILETTA



ELEMENTARY PARENT-COMMISSIONER

NEELA
PARSNANI



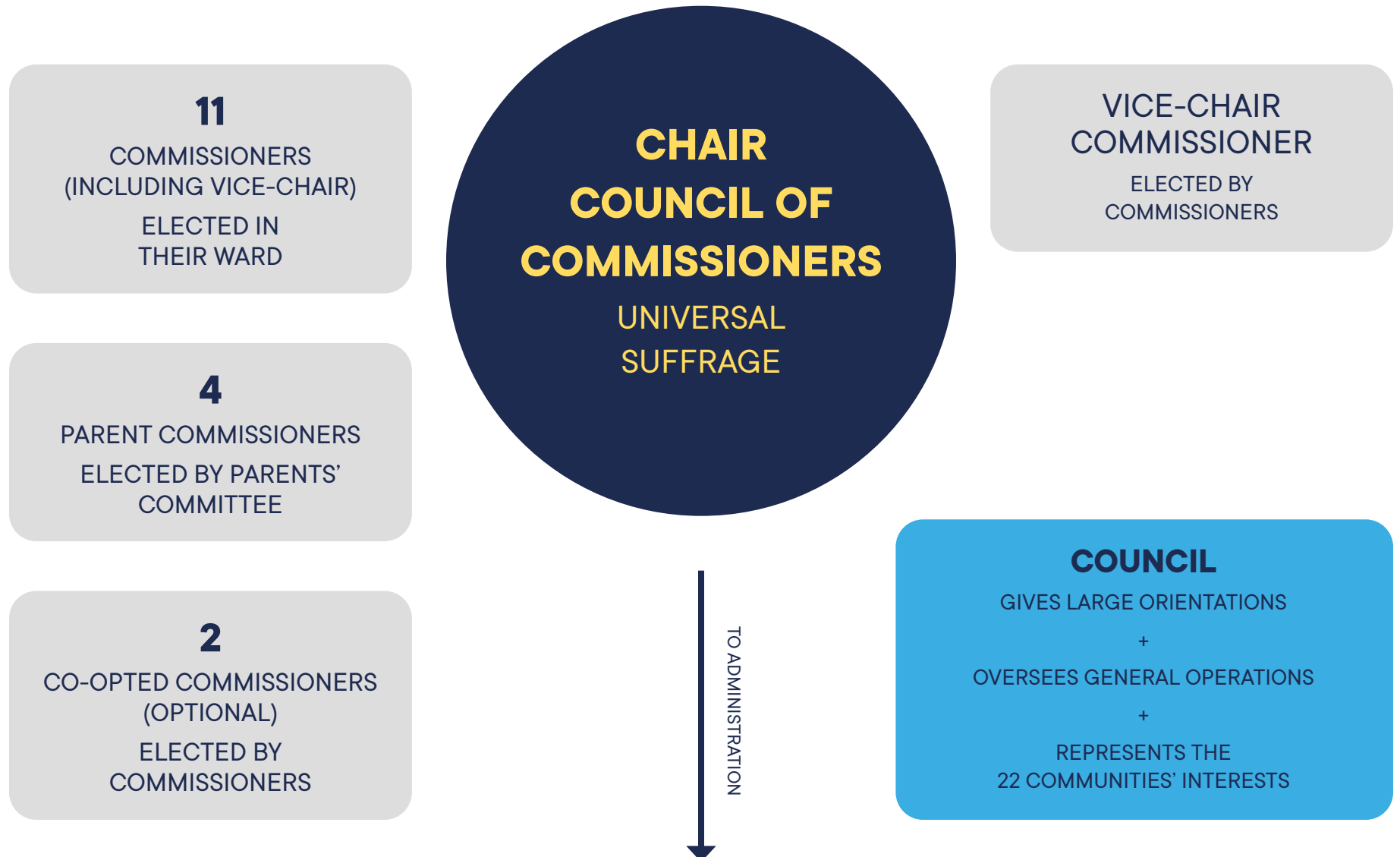
EHDAA PARENT-COMMISSIONER

CARRIE ELLEN
RONNING



WINTER 2020

Council *organigram*





Our *schools*



Riverside School Board is home to close to 9,000 students in 19 elementary schools, 4 high schools and 5 adult education and vocational training centres, servicing 80 municipalities. Its territory spans more than 7,500 square kilometres and extends from Sorel in the north, Sainte-Catherine in the west, south to the United States border and several kilometres east of the Richelieu River. It is internationally recognized as the birthplace of French Immersion, which began over 50 years ago, in 1965. We are proud that Riverside School Board places consistently among the top highest graduation rates of the 72 schools boards in Québec.

Elementary schools *and kindergarten class*



BOUCHERVILLE ELEMENTARY

5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

T 450 550-2512
800 Père Lejeune, Boucherville (QC) J4B 3K1



GOOD SHEPHERD

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

T 450 676-8166
5770 Aline, Brossard (QC) J4Z 1R3



CEDAR STREET

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

T 450 550-2513
250 Cedar, Belœil (QC) J3G 3M1



GREENFIELD PARK INTERNATIONAL

IB WORLD SCHOOL, GRADES 1 TO 6

T 450 672-0042
776 Campbell, Greenfield Park (QC) J4V 1Y7



COURTLAND PARK INTERNATIONAL

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

T 450 550-2514
1075 Wolfe, St. Bruno (QC) J3V 3K6



HAROLD NAPPER

5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

T 450 676-2651
6375 Baffin, Brossard (QC) J4Z 2H9



HAROLD SHEPPARD

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

T 1 877 550-2521

6205 des Étudiants Boulevard, Tracy (QC) J3R 4K7



ROYAL CHARLES

5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

T 450 676-2011

5525 Maricourt, St. Hubert (QC) J3Y 1S5



JOHN ADAM MEMORIAL

5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

T 450 550-2503

120 Montée des Bouleaux, Delson (QC) J5B 1L7



ST. JOHNS

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

5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

T 450 550-2511

20 des Peupliers, St. Bruno (QC) J3V 2L8



ST. JUDE

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

T 450 672-2090

781 Miller, Greenfield Park (QC) J4V 1W8



MOUNTAINVIEW

5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

T 450 550-2517

444 Mountainview, Otterburn Park (QC) J3H 2K2



ST. LAMBERT ELEMENTARY

5-YEAR-OLD KINDERGARTEN,
GRADES 1 TO 6

T 450 671-7301

81 Green, St. Lambert (QC) J4P 1S4



ST. LAWRENCE

KINDERGARTEN, GRADE 1 TO 6

T 450 550-2500

148 Champlain / 150 St-Raymond,
Candiac (QC) J5R 3T2



ST. MARY'S

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

T 450 674-0851

1863 Brébeuf, Longueuil (QC) J4J 3P3



TERRY FOX

KINDERGARTEN, GRADE 1 TO 6

T 450 678-2142

1648 Langevin, St. Hubert (QC) J4T 1X7



WILLIAM LATTER

KINDERGARTEN, GRADE 1 TO 6

T 450 550-2527

1300 Barré, Chambly (QC) J3L 2V4

Special *education*



REACH QUEEN

T 450 550-2612

276 Queen, St. Lambert (QC) J4T 1H7



REACH GREEN

T 450 671-1649

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



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 Path (prework/CFER, and semiskilled trade program)
- French Mother Tongue Program
- Fine Arts Focus program
- iCan (computer technology program) instruction
- CFER Program



CENTENNIAL REGIONAL HIGH SCHOOL

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

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



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



SAINT-LAMBERT INTERNATIONAL HIGH SCHOOL

675 Green, St. Lambert (QC) J4P 1V9
T 450 671-5534

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



ACCESS: ADULT GENERAL EDUCATION (AGE) & VOCATIONAL TRAINING (VT)



Centre d'éducation aux adultes
et de la formation professionnelle
Adult Education and
Career Training Centre

UN AVENIR BRILLANT VOUS ATTEND CHEZ ACCESS
A BRIGHT FUTURE IS WAITING FOR YOU AT ACCESS



DÉCOUVREZ NOS DIPLÔMES D'ÉTUDES
PROFESSIONNELLES À L'INTÉRIEUR!

DISCOVER OUR DIPLOMAS OF
VOCATIONAL STUDIES INSIDE!

SERVICES AUX ÉTUDIANTS STUDENT SERVICES

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

ÉDUCATION AUX ADULTES ADULT EDUCATION

- Diplôme d'études secondaires
High school studies
- Préalables d'une formation collégiale
College prerequisites
- Préalables d'une formation professionnelle
Prerequisites for vocational programs

NOUS OFFRONS AUSSI DE LA FORMATION AUX ENTREPRISES WE ALSO OFFER BUSINESS TRAINING SERVICES

SOUTENIR

le développement de votre entreprise,
en formant votre personnel.
Train your staff and reap the rewards!

ENCOURAGER

l'épanouissement professionnel;
favoriser la satisfaction au travail!
*Promote job satisfaction by investing in
professional growth.*

LE SERVICE AUX ENTREPRISES

vous propose des formations sur mesure.
*Our Business Services offers training tailored to
your needs.*



450 676-1843 #5044
iambrilliant.ca



access. Cleghorn
163, rue Cleghorn
Saint-Lambert QC J4R 2J4
450 676-1843 #5044

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

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

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

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

ACCESS

T 450 676-1843 www.access.rsb.qc.ca

Career training programs, continuing education for students 16 years and older, full and part-time. Saint-Lambert, Saint-Hubert, Sainte-Julie, Brossard and Longueuil campuses.

ACCESS Adult Education and Career Training Centre offers everything from basic language courses to advanced math and sciences, art, creative writing and professional programs

COMMERCE ET ADMINISTRATION ADMINISTRATION AND COMMERCE

EXECUTIVE ASSISTANT (DOUBLE DVS COMPUTERIZED ACCOUNTING + ADMINISTRATIVE SUPPORT)

Prérequis/Prerequisites: Sec. 4
Durée/Length: 19 mois/months

ADMINISTRATIVE SUPPORT

Prérequis/Prerequisites: Sec. 4
Durée/Length: 13 mois/months

COMPUTERIZED ACCOUNTING

Prérequis/Prerequisites: Sec. 4
Durée/Length: 12 mois/months

PROFESSIONAL SALES

Prérequis/Prerequisites: Sec. 4
Durée/Length: 8 mois/months
Online option available

SALES REPRESENTATION

Prérequis/Prerequisites: Vocational Diploma in Professional Sales or relevant experience
Durée/Length: 3 mois/months
Online option available

STARTING A BUSINESS

Prérequis/Prerequisites: Projet d'entreprise/Business idea
Durée/Length: 4 mois/months
Online option available

CONSTRUCTION CONSTRUCTION

MASONRY-BRICKLAYING

Prérequis/Prerequisites: Sec. 3
Durée/Length: 8 mois/months

ENTRETIEN D'ÉQUIPEMENT MOTORISÉ MOTORIZED EQUIPMENT MAINTENANCE

AUTOMOBILE MECHANICS

Prérequis/Prerequisites: Sec. 4
Durée/Length: 18 mois/months

BÂTIMENTS ET TRAVAUX PUBLICS BUILDINGS AND PUBLIC WORKS

POWER ENGINEERING STATIONARY ENGINE MECHANICS

Prérequis/Prerequisites: Sec. 4
Durée/Length: 18 mois/months



SANTÉ / HEALTH

INSTITUTIONAL AND HOMECARE ASSISTANCE

Prérequis/Prerequisites: Sec. 3
Durée/Length: 8 mois/months

HEALTH, ASSISTANCE AND NURSING

Prérequis/Prerequisites: Sec. 4 & 5
Durée/Length: 18 mois/months

PHARMACY TECHNICAL ASSISTANCE

Prérequis/Prerequisites: Sec. 4
Durée/Length: 13 mois/months



ATTESTATION D'ÉTUDES PROFESSIONNELLES SKILLS TRAINING CERTIFICATE

SCHOOL DAYCARE EDUCATOR

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

CARE ASSISTANCE IN A PRIVATE SENIORS' RESIDENCE

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

ELECTRIC VEHICLE MECHANICS

Prérequis/Prerequisites: Vocational Diploma in Automobile Mechanics or relevant experience
Durée/Length: 10 mois/months



ACCESS: ADULT GENERAL EDUCATION (AGE) & VOCATIONAL TRAINING (VT)

SERVICES AUX ÉTUDIANTS / STUDENT SERVICES

- Reconnaissance des acquis et des compétences (RAC)
Recognition of Acquired Competencies (RAC)



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



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

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

Prêts et bourses disponibles
LOANS and BURSARIES available

NOUS OFFRONS AUSSI DE LA FORMATION AUX ENTREPRISES WE ALSO OFFER BUSINESS TRAINING SERVICES

SOUTENIR
le développement de votre entreprise,
en formant votre personnel.
Train your staff and reap the rewards!

ENCOURAGER
l'épanouissement professionnel;
favoriser la satisfaction au travail!
Promote job satisfaction by investing in professional growth.

LE SERVICE AUX ENTREPRISES
vous propose des formations sur mesure.
Our Business Services offers training tailored to your needs.



access, Clingham
161, rue Clingham
Saint-Lambert QC J4R 2J4
450 676-1843 #5044

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



access, Guimond
658, rue Guimond, bureau 610
Longueuil QC J4G 1P8
450 672-9021

access, Royal-Oak
3555, rue Richelieu
Saint-Hubert QC J5Y 4T6
450 676-3636

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



Centre d'éducation aux adultes
et de la formation professionnelle
Adult Education and
Career Training Centre

UN AVENIR BRILLANT VOUS ATTEND !
A BRIGHT FUTURE IS WAITING FOR YOU!

DEVIENS BILINGUE ET
APPRENDS TON MÉTIER



DÉCOUVREZ NOS PROGRAMMES
DISCOVER OUR PROGRAMS

iambrilliant.ca 450 676-1843 #5044



LA FORMATION PROFESSIONNELLE / VOCATIONAL TRAINING

ACCESS vous offre une gamme complète de programmes de formation professionnelle. Quel que soit votre choix, le programme ou l'encadrement choisi vous permettra d'acquies les compétences nécessaires assurant ainsi votre intégration au marché du travail avec succès.

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

SANTÉ / HEALTH

- Pharmacy Technical Assistance
- Health, Assistance and Nursing
- Institutional and Home Care Assistance (PAB)

ADMINISTRATIF / ADMINISTRATIVE, COMMERCE AND COMPUTER TECHNOLOGY

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

ENTRETIEN D'ÉQUIPEMENT MOTORISÉ MOTORIZED EQUIPMENT MAINTENANCE

- Automobile Mechanics
- Electric Vehicle Mechanics (AVS)

ATTESTATION D'ÉTUDES PROFESSIONNELLES SKILLS TRAINING CERTIFICATE

- School Daycare Educator
- Care Assistance in a Private Seniors' Residence

CONSTRUCTION / CONSTRUCTION

- Masonry-Bricklaying

BÂTIMENTS ET TRAVAUX PUBLICS BUILDINGS AND PUBLIC WORKS

- Stationary Engine Mechanics (Power Engineering)

L'ÉDUCATION DES ADULTES / ADULT EDUCATION

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

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

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

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

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

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

Hui Shi, Presecondary 1 English student

MISSION

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

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

VISION

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

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

VALEURS / VALUES

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

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

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

Dominic Torati, Automobile Mechanics student

Our year *in stories*



Despite the pandemic and its many measures to be respected in our schools, activities, team spirit and cheerfulness are still very present!

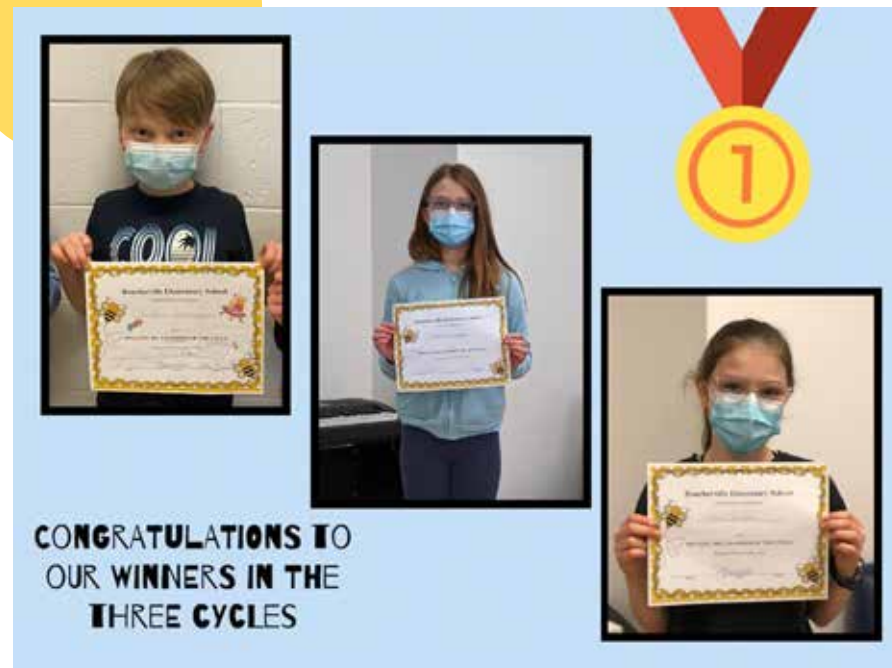
Elementary and Secondary schools

BOUCHERVILLE ELEMENTARY

2020-2021 Spelling Bee

Congratulations to BES students who participated in this great academic initiative.... we are so proud of all of them!

No words can describe how impressive they were! All the finalists reached vocabulary words two grades higher than their level!



CEDAR STREET

Virtual Roaring Twenties Graduation Ceremony

The Roaring Twenties was a time of hope, prosperity, and cultural change. The optimism of the early 1920s was largely due to the end of World War 1 in 1918, with the United States being on the winning side of the war. With the economy and the stock market booming, people were spending money on entertainment and consumer goods. Advances in industry allowed the average person to buy goods such as automobiles for the first time. Women were newly empowered by gaining the right to vote in 1919. Everything seemed like it was going great, and people thought that the good times would never end. Here we are, 100 years later, living through another tragedy- not a world war but a global pandemic. And with restrictions slowly easing, it seems like 2021 is also a time of hope, prosperity, and change. So, what better way to celebrate the grade six students' significant accomplishment than with a significant era in history: The Roaring Twenties."

Thank you, Karina Maiorano, Grade 6 teacher, and Rachelle Watson, Grade 5/6 teacher, at Cedar Street Elementary School, for putting together this fabulous performance for the graduating class!



[Click here to take a look! →](#)

Our year *in stories*

CENTENNIAL REGIONAL HIGH SCHOOL

Secondary 1 classes and their teachers each had a period to garden, which started with Earth Day! They all did an excellent job! The flowers grew as our students did!



COURTLAND PARK INTERNATIONAL

April Fool's Day

A study revealed that COVID-19 can be transmitted through the scalp, therefore, CPI staff just started to wear bathing caps today.

Happy April Fools' Day!

SAINT-LAMBERT INTERNATIONAL HIGH SCHOOL

Time for some Halloween fun!

Although they couldn't do their usual SLI tricks and treats, students and staff still had a blast dressing up!





GOOD SHEPHERD

Miss Anna's K5 had a fun time taking part in a Sticky Virtual Science workshop animated by one of the facilitators from the Scientists in School organization.

GOOD SHEPHERD

Melanie on South Shore Vibe!

Melanie MacArthur, a Student Supervisor at Good Shepherd School, talks about her job.

Thank you, Melanie, for bringing your enthusiasm to school every day!



GREENFIELD PARK INTERNATIONAL

Earth Day is important at Greenfield Park Primary International School.

Save our Planet!

Our year in stories



HAROLD NAPPER

St. Patrick's Day

St. Patrick's Day was present at Harold Napper School!



HAROLD SHEPPARD

On International Down Syndrome Day, cycle 2 students celebrated by wearing lots of socks! #LotsOfSocks

Thank you to Miss Kelly for making this beautiful teddy, the lucky winner was very happy to go home with it!

Harold Sheppard cares!



HERITAGE REGIONAL HIGH SCHOOL

Fine arts focus juniors dancing away the winter blues!



(Photo, Journal Le Reflet)

JOHN ADAM

Journal Le Reflet

A class of 22 fifth-grade students accompanied by music teacher Julie Bonneville, armed themselves with musical instruments, including ukuleles, to perform for residents of the CHSLD Jean-Louis-Lapierre in Saint-Constant. Amazing!



MOUNT BRUNO

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



REACH

We celebrated Good News

REACH Queen School received a nice visit from Ms. Nicole Ménard, Member of Parliament for Laporte, to celebrate the good news regarding the investment project. REACH will see an addition of 17 classrooms and relocate its clientele to the Saint-Lambert international High School.



MOUNTAINVIEW

Concours Lis avec moi

(Read with Me)

Congratulations to Norah Sexton from Mr. David's class who won 1st prize in her class and distinguished herself at the school board level! Bravo!



REACH

REACH students felt very proud presenting their Science Projects on animals and habitats!

Our year in stories



ROYAL CHARLES

Kindergarten Valentine cuties.



ST. JOHNS ELEMENTARY & HIGH SCHOOL

Santa came to St. Johns!



ST. JUDE

Graduation

Congratulations Grade 6 students and bravo to Valedictorian Emma!



SAINT-LAMBERT ELEMENTARY

At St. Lambert Elementary, Ms. Cleland's Grade two class, Mrs. Goodall, Mme Julie and Mme Michelle's Grade three classes and Mme Romy/Abby's Grade fours made thank you/merci cards for the nurses at McGill University Health Centre to celebrate Nurses' Week. Part of a challenge was to get 5000 cards for the nurses!



ST. MARY'S Kindergarten Celebration

To celebrate the end of their first year of school, Mrs. Roselli's 4-year-old kindergarten students spent the day at St. Mary's Carnival! A special thank you to the caretaker, Gordon, and daycare educator, Shelly, for building the special clown car for them!



ST. LAWRENCE Go Habs Go!

St. Lawrence's students received a special visit. The one and only Montreal Canadiens mascot, Youppi, visited the classrooms along with Mrs. Bailey Weber (Shea Weber's spouse) and Mrs. Sarah Leblond (Paul Byron's spouse). They "hand" delivered to each child a foam team spirit cheering token. It brought such happiness to the school. Thank you! And of course, Go Habs Go!

ST. MARY'S

Thank you to Scott and Rob from ACCESS for your generous donation of refurbished bikes! It is our hope that every student will learn how to ride by next spring.



Our year in stories

WILLIAM LATTER

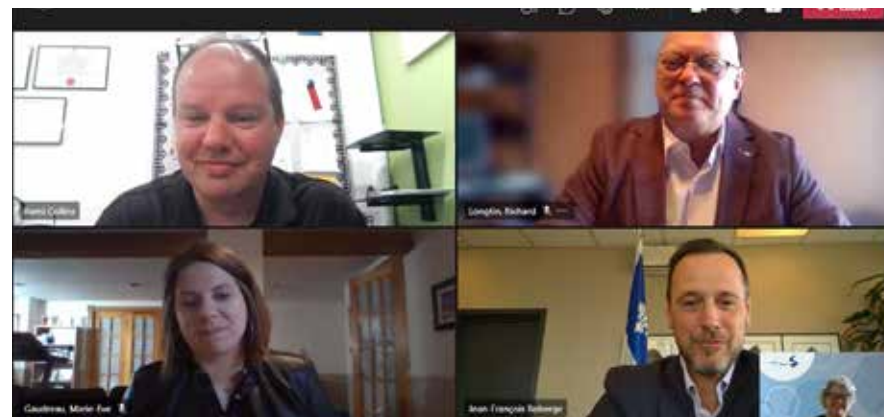
Students honored the 215 children of the Kamloops residential school.



TERRY FOX

Olympic Week at Terry Fox!

Students in the entire school were separated into three different countries and competed in different sport activities. Thank you, Ms. Jillian for organizing such a fun week!



WILLIAM LATTER

Thank you, Mr. Roberge, for the pleasant discussion and exchange yesterday! Open and cordial TEAMS meeting with the Minister of Education and Member of Parliament for Chambly Jean-François Roberge, Marie-Eve Gaudreau, Richard Longtin, and the principal of William Latter school in Chambly, Remi Collins.

**Personnel EXCEPTIONNEL
en temps inhabituel**

**Unique times,
EXCEPTIONAL staff**



Merci · Thank you



THANK YOU!

STAFF APPRECIATION WEEK

Unique Times, EXCEPTIONAL Staff

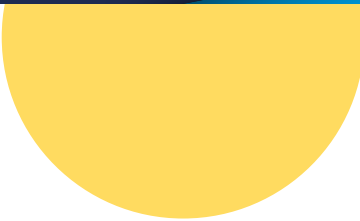
THIS WEEK, WE ARE NOT JUST HIGHLIGHTING OUR SCHOOL STAFF, THOSE DEEPLY DEDICATED EMPLOYEES WHO MAKE UP THE GREAT RIVERSIDE FAMILY. THIS WEEK WE ALSO CELEBRATE THE EXCEPTIONAL WORK OF MEN AND WOMEN, PARENTS, CAREGIVERS, YOUNG AND OLD, SOMETIMES VULNERABLE INDIVIDUALS, AND TRULY REMARKABLE HUMAN BEINGS.

WHICH WORDS TO USE TO SAY THANK YOU TO A TEAM THAT WOWS YOU DAY AFTER DAY? SAYING THANKS TO PEOPLE WHO ARE ALWAYS THERE DESPITE THEIR CONCERNS? SAYING THANK YOU TO THOSE WHO ARE DEVOTED TO OTHERS EVEN DURING A PANDEMIC? HOW CAN WE THANK AND CONGRATULATE OUR STAFF WHO REMAINS STRONG THROUGHOUT? WHO KEEPS GOING FORWARD DESPITE THE NUMEROUS CHALLENGES AND ADVERSITY? WHO DEVOTES ITS INVALUABLE TIME AND BOUNDLESS ENERGY FOR THE SUCCESS OF OUR STUDENTS? SOMETIMES WORDS ARE JUST NOT ENOUGH TO ACCURATELY EXPRESS THE EXTENT OF OUR GRATITUDE AND APPRECIATION.

DEAR RIVERSIDE STAFF, THIS WEEK WE SHED SOME LIGHT ON YOUR ENORMOUS BREADTH OF YOUR WORK, THE CALIBRE OF YOUR PROFESSION, YOUR UNFETTERED GENEROSITY. YOU ARE PILLARS IN EDUCATION, IN SCHOOLS, IN CENTRES, IN CLASSROOMS, IN OFFICES, HALLWAYS AND IN WORKSHOPS. NOT ONLY DO YOU CONTRIBUTE TO THE DEVELOPMENT OF OUR SOCIETY, BUT YOUR IMPLICATION IN THE SCHOOL LIFE OF OUR STUDENTS IS ESSENTIAL. THANK YOU FOR ALWAYS STEPPING UP TO THE PLATE. YOU ARE TRULY EXCEPTIONAL!

*Dan Lamoureux
Chairman*

*Sylvain Racette
Director General*



Student Ombudsman's Report 2020-2021

I respectfully submit the Student Ombudsman Report for the 2020-2021 school year. The cases covered in this report are from August 2020 to the end of July 2021.

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 – Examination of Complaints, a student or the parents of the student who are dissatisfied with the way the complaint was handled, or with the outcome, may be referred to the Student Ombudsman by the Secretary General of the school board. The Student Ombudsman examines the merits of the complaint and then produces a report with recommendations to the Council of Commissioners.

INFORMAL ASSISTANCE

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

UPDATE ON THE IMPLEMENTATION OF 2019-2020 RECOMMENDATIONS

COMMUNICATION WITH PARENTS

Timely communication with families is important, especially in situations involving accidents or health issues. I recommended that parents whose child is injured should be called promptly to be informed of the injury and be given a concise report of the events that led to the injury. I also suggested that schools develop a protocol for communicating with parents in such situations.

MEASURES ADDRESSING THIS ISSUE

- The Office of the Director General asked all principals to inform parents and staff of the communication procedures that would be implemented in cases of student injury.
- Principals were also asked to formalize the procedures in writing and that they be part of each school's Health and Safety manual.

INDOOR RECESS AT ELEMENTARY SCHOOLS

I recommended that the revision of supervision strategies for indoor recess needed to continue once school operations normalized.

Response regarding this recommendation:

- Pragmatic strategies could not be implemented due to general staff shortage, the COVID-19 pandemic, and Collective Agreement obligations. There was a school board commitment to continue looking for pragmatic supervision strategies.

VIOLENCE AND BULLYING

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

Measures addressing the recommendation:

- In order to make it easier for parents to share their concerns with school staff, a new Anti-Bullying/Anti Violence Plan (ABAV) template was introduced in the spring of 2020 and will be used by all schools.
- Each school's ABAV Plan would be reviewed.
- The new ABAV template will have a section publicizing the steps parents should follow to report incidents of bullying.
- The new template will also have a paragraph indicating that parents will be informed of the follow-up for every event brought to their attention. For privacy reasons, however, parents will only be informed of the follow-up regarding their own child.

I received 21 requests for assistance this school year. The requests came from students or parents of students in elementary, secondary, and adult programs.

FORMAL COMPLAINTS

A formal complaint is one that has exhausted all the levels of complaint resolution described in RSB's By-Law 14. I received one formal complaint requiring a report with recommendations to the Council of Commissioners Executive Committee. All other complaints brought to the Student Ombudsman were either resolved or dropped by the complainants.

The parents of a homeschooled student contested that her final marks would be entirely based on the end of year exams. The parents also requested exam accommodations for their daughter's medical issue. These were granted without contention.

After investigating the complaint, I came to the opinion that Riverside was meeting its obligations to ensure expected standards were being met. It followed Ministry regulations and guidelines and used a method of evaluation consistent with those of all the other English school boards. The request that homeschooled students be evaluated using the same evaluation modality as students followed by teachers in Riverside schools, I felt, was not justifiable. Student competency development is systematically observed by the classroom teacher(s). This is not the case for students homeschooled. Consequently, school boards are obliged to evaluate homeschooled students differently.

In my opinion, however, an evaluation strategy that uses only the end of year exam to determine a final grade goes against good educational practice and the Education Ministry's own evaluation philosophy. Unfortunately, at this time, there are no ready alternatives.

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.

Analysis

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

Student Ombudsman's Report 2020-2021 *cont.*

RECOMMENDATIONS

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

Communication with Parents

A parent who had asked for a meeting with their child's teacher was taken aback by the principal's presence at the meeting. Though I can absolutely understand the need for principals to attend some parent-teacher meetings, they should not surprise parents with their presence. Parents should be told who will be at the meeting and why they will be there.

Individualized Education Programs (IEPs) at the High School Level

A parent of a high school student complained that their child's IEP did not accurately reflect what was being done in school. She acknowledged that the student was clearly getting more support than what was written in the IEP. The parent was caught in a balancing act of ensuring that she expressed appreciation for what was being done, while insisting on a more accurate IEP.

The volume of work IEPs entail can be daunting, especially at the high school level. Work has certainly been done to develop instruments and mechanisms that make the process more manageable for teachers. This parent complaint, however, suggests the possibility that, in some cases, the IEP is treated as a bureaucratic exercise which, in effect, does not accurately document student needs and strategies implemented. I would suggest an informal audit to determine if this situation is exceptional or widespread. I would suggest that all stakeholders, including parents, be asked for input during such an audit.

Evaluation Modalities for Purposes of Certification of Homeschooled Students

I recommend that, during discussions with the other English boards on evaluation strategies for homeschooled students, Riverside can direct the focus on evaluation strategies that can both ensure provincial standards are being met, and that permit the use of student term work to arrive at a final mark.

Indoor Recess at Elementary Schools

The revision of supervision strategies for indoor recess was hampered this year by the pandemic and by staff shortages. I am hoping that this revision will resume once school operations normalize.

VIOLENCE AND BULLYING

I must caution that the number of requests for assistance in cases of violence and bullying cited in this report does not reflect the cases of bullying across the school board, but only those cases received by the Student Ombudsman. Given the confidential nature of my work, I do not share information with school board personnel unless the student or parent explicitly asks me to.

Analysis

I received one complaint requiring me to intervene officially due to a concern for student safety. (EA-Regulation I 13.3, r.7.1, article 8). A parent contacted me to complain about continued verbal harassment towards their child. The school became actively involved in supporting the student. The parent informed me that the issue had been resolved.

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

Recommendations

I encourage that Riverside continues its efforts at providing parents with transparent and easily accessible information in regard to bullying and harassment concerns. The new ABAV template will surely be helpful to this end.

In situations where violence or bullying result in student injury, incident reports should be filled out accurately and with as much detail as is known. This is especially important if the injury is serious enough to require medical attention. The report should be shared with parents in a timely manner.

Personal Note

I am humbled by the extraordinary courage and resilience I witnessed in children, staff, and parents facing the monumental challenges brought on by the pandemic this year. I extend my deepest respect to them.

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

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

Respectfully submitted,

October 1, 2021



Enzo Di Ioia
Student Ombudsman
Riverside School Board



Report on 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 2020-2021, 23 complaints under section 96.12 of the Education Act were formally brought to the attention of the Director General. Ten of these complaints resulted in measures taken at the school to help address the events that led to the complaints. Twelve other complaints resulted in compulsory school transfers with services provided in another Riverside school. One was expelled from Riverside School Board centres.

The Student Ombudsman dealt with four requests for information or assistance with regards to bullying/violence which is almost half of last year's requests, but still did not receive any formal complaints. Please refer to the Student Ombudsman report for more details and his recommendations.

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

Nevertheless, during the 2020-2021 school year, many of RSB's schools participated in various school-based activities that aimed to promote a healthy school climate. To optimize the services rendered to our students, we continue to work with outside organizations and partners to deliver presentations related to anti-bullying and anti-violence. The Centre of Excellence for Behaviour Management's virtual resources namely, the concept of structured recesses and resources that can be easily accessed by all school teams to help students direct their energy in positive ways. We continue to offer professional development to school teams to learn and adopt common language on understanding frustration, anxiety, and healthy emotional development. Crisis Prevention Intervention as a strategy to deescalate situations and to promote dialogue and prevention in school continues to be at the centre of our philosophy.

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

ETHICS OFFICER'S *report*

Following my obligation in regards to Section 11.2 of the *Code of Ethics and Professional Conduct for Commissioners* please be advised that my Annual Report of activity for the school year 2020-2021 ending on June 30, 2021 is without incident or complaint.

Respectfully submitted,



BERNARD HUOT

Ethics Officer
Riverside School Board



*without incident
or complaint*



Law 17

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

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

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

MEQ (formerly 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 2020-2021, 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.

APRIL 2020 TO MARCH 2021				
	Hours Worked	Overtime Hours	Total Hours Paid	Number of Employees for the Reporting Period
1 Administrators	123,200.63	0	1,123,200.63	76
2 Professionals	132,340.87	0	132,340.87	89
3 Nurses	0	0	0	0
4 Teachers	1,202,927.34	567.43	1,203,494.77	1,333
5 Office Staff, Technicians & Related Jobs	789,601.58	1,296.05	790,897.63	899
6 Peace Officers	0	0	0	0
7 Tradesmen and Maintenance and Service Personnel	109,722.97	1,567.26	111,290.23	66
8 Students and Stagiaires	0	0	0	0
TOTAL	2,357,793.39	3,430.74	2,361,224.13	2,463

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 2020-2021 school year, Riverside School Board awarded, in accordance with Article 16 of the Act, no service contracts over the amount of \$25,000 to companies and no contracts over the amount of \$10,000 were awarded to individuals.

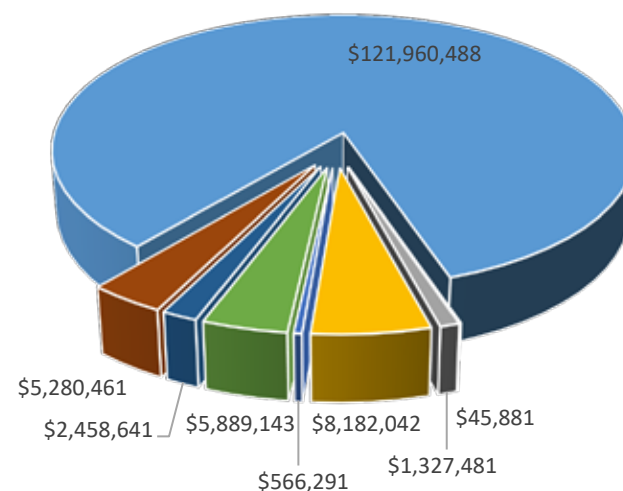
	Contracts concluded with a legal person/company	Contracts concluded with a legal person/company	TOTAL
Number of Contracts	0	0	0
Amount of Contracts	\$0	\$0	\$0



Distribution of revenues

REVENUES

	Actual 2020-2021	Actual 2019-2020
Operating Subsidy MEES	\$121,960,488	\$105,285,980
Investment Subsidy	\$45,881	\$422,329
Other Subsidy / Contribution	\$1,327,481	\$1,191,115
School Tax	\$8,182,042	\$11,681,704
School Fees	\$566,291	\$937,886
Sales of Goods & Services	\$5,889,143	\$6,433,324
Misc. Revenues	\$2,458,641	(\$396,106)
Deprec. Deferred Rev. Fixed Assets	\$5,280,461	\$4,680,585
Total revenues	\$145,710,428	\$130,236,817

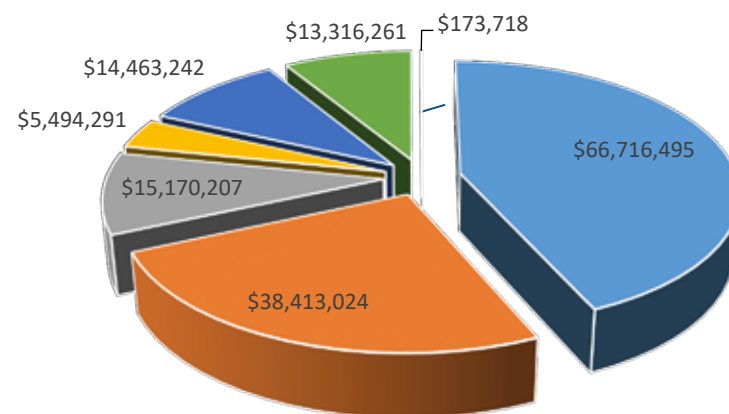


- Operating Subsidy MEES (84%)
- School Fees (0%)
- Investment Subsidy (0%)
- Sales of Goods & Services (4%)
- Other Subsidy / Contribution (1%)
- Misc. Revenues (2%)
- School Tax (5%)
- Depreciation deferred revenues acquisition fixed assets (4%)

Distribution of expenditures

EXPENDITURES

	Actual 2020-2021	Actual 2019-2020
Teaching Activities	\$66,716,495	61,483,348 \$
Support to Teaching Activities	\$38,413,024	33,966,644 \$
Complementary Activities	\$15,170,207	14,324,816 \$
Administrative Activities	\$5,494,291	5,128,734 \$
Building Activities	\$14,463,242	12,488,135 \$
Other Activities	\$13,316,261	3,984,986 \$
Expense related - change in provision	\$173,718	108,802 \$
Total Expenses	\$153,747,238	\$131,485,465
Surplus (deficit) of the year	(\$8,036,810)	(\$1,248,648)



- Teaching Activities (43 %)
- Supporting to Teaching Activities (25 %)
- Complementary Activities (10 %)
- Administrative Activities (4 %)
- Building Activities (9 %)
- Other Activities (9 %)
- Charges liées variation provision pour av. Sociaux (0 %)



Riverside School Board

REPORTING ON THE COMMITMENT-TO-SUCCESS PLAN 2020-2021

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

The information presented below in relation to success gaps refers to the most recent data provided by the Ministry, which is from the 2019-2020 school year. It refers to cohorts of students. A cohort is comprised of all new students officially declared in secondary 1 for a given board, for a given year. The success rate of these students refers to them obtaining a first qualification or their diploma of

secondary studies within a particular time frame (5, 6 or 7 years). In the tables below, the success rate refers to the percentage of students within a particular cohort who obtained a first qualification or their diploma of secondary studies within 7 years of beginning in secondary 1. As a point of reference, the 7-year success rate provided for the 2013 cohort was obtained in June 2020.

Provincial Situation (réseau public):

	June 2015 Results (2008 Cohort) (reference year)		June 2016 Results (2009 Cohort)		June 2017 Results (2010 Cohort)		June 2018 Results (2011 Cohort)		June 2019 Results (2012 Cohort)		June 2020 Results (2013 Cohort) *		June 2023 Target (2016 Cohort)
	Success	Gap	Success	Gap	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%	73.4%	10.2%	73.9%	9.8%	5.6%
Girls	80.6%		81.4%		83.0%		83.5%		83.6%		83.7%		

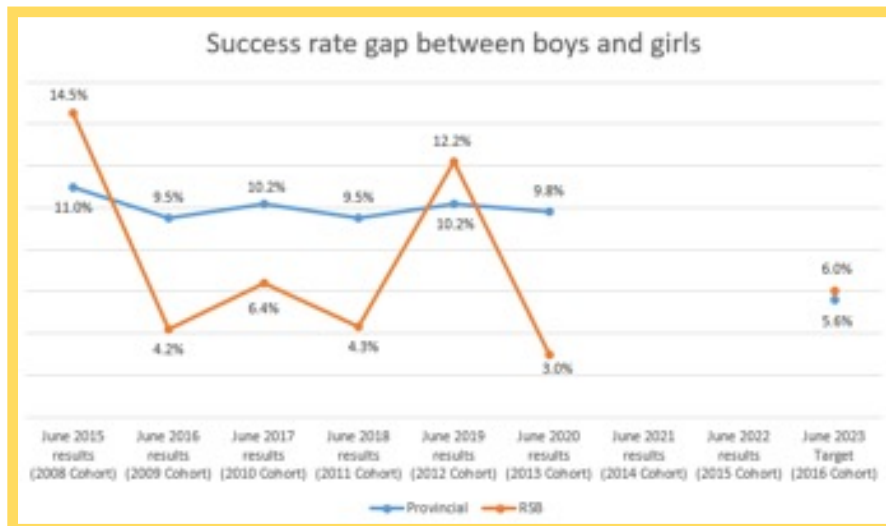
*Source: Diplomation et qualification au secondaire 2021 (p. 19)



Riverside School Board:

	June 2015 Results (2008 Cohort) (reference year)		June 2016 Results (2009 Cohort)		June 2017 Results (2010 Cohort)		June 2018 Results (2011 Cohort)		June 2019 Results (2012 Cohort)		June 2020 Results (2013 Cohort) *		June 2023 Target (2016 Cohort)
	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Gap
Boys	75.1%	14.5%	84.4%	4.2%	85.3%	6.4%	82.8%	4.3%	79.9%	12.2%	88.3%	3%	6.0%
Girls	89.6%		88.6%		91.7%		87.1%		92.1%		91.3%		

*Source: Diplomation et qualification au secondaire 2021 (p. 22)



While we recognize that a gender-based analysis of student success does not reflect current understanding of identity, we continue to report upon this objective in keeping with the MEQ strategic plan. The data for the 2013 cohort has brought Riverside School Board to its lowest recorded gap between boys and girls. What is interesting to note is that the reduced gap comes from a significant increase in the success rate of boys, while the girls have generally maintained their usual, high success rate.

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

Provincial Results (réseau public):

	June 2015 Results (2008 Cohort) (reference year)		June 2016 Results (2009 Cohort)		June 2017 Results (2010 Cohort)		June 2018 Results (2011 Cohort)		June 2019 Results (2012 Cohort)		June 2020 Results (2013 Cohort)*		Target 2023
	Results	Gap	Success	Gap	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%	56.1%	30.1%	56.2%	30.4%	24.1%
Regular students	82.4%		83.8%		85.6%		86.4%		86.2%		86.6%		

*Source: Diplomation et qualification au secondaire 2021 (p. 26);

Riverside School Board:

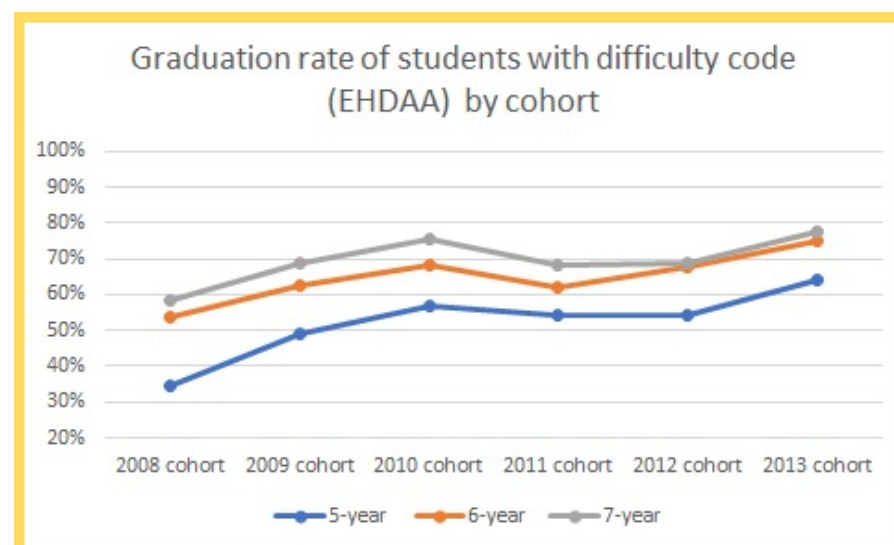
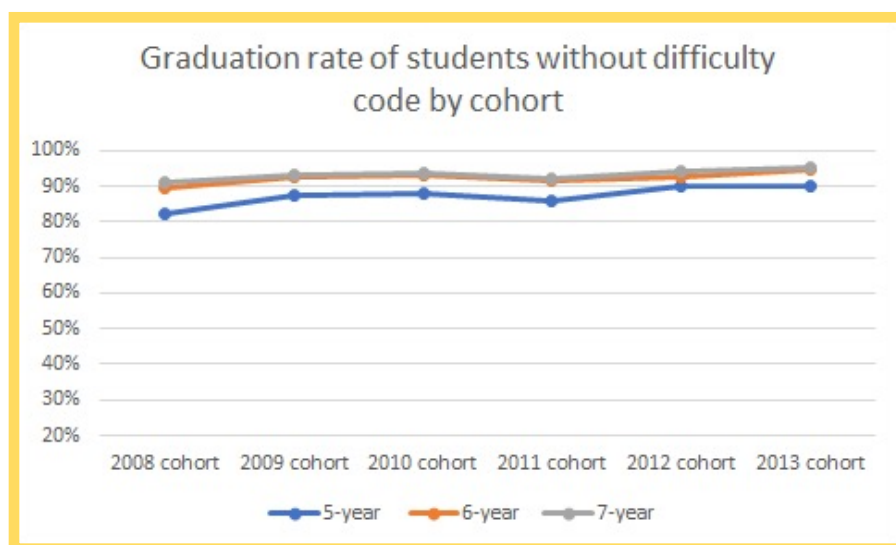
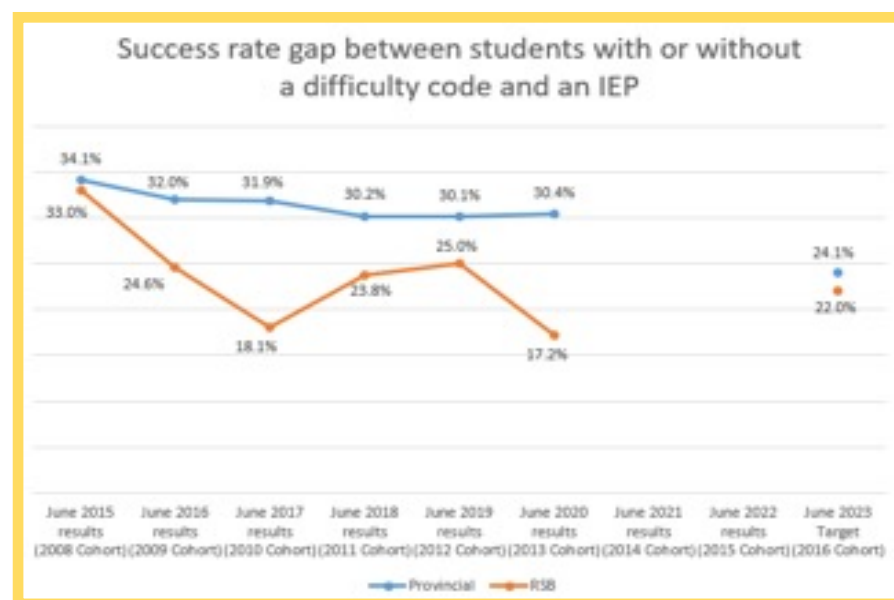
	June 2015 Results (2008 Cohort) (reference year)		June 2016 Results (2009 Cohort)		June 2017 Results (2010 Cohort)		June 2018 Results (2011 Cohort)		June 2019 Results (2012 Cohort)		June 2020 Results (2013 Cohort)*		Target 2023
	Results	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Success	Gap	Gap
Students with handicaps, social maladjustments or learning difficulties with an IEP	58.3%	33.0%	68.6%	24.6%	75.7%	18.1%	68.1%	23.8%	69.0%	25.0%	77.8%	17.2%	22.0%
Regular students	91.3%		93.2%		93.8%		91.9%		94.0%		95%		

*Source: Charlemagne report titled "884000_Taux_diplomation_qualification_ed2021_DIS" (first tab); accessed November 2021

Ministry data on success rates is available for a given cohort as of the 5th year following its entry into secondary 1. The same data is also available after the 6th and the 7th year.

Represented on this page is the gap between students with and without handicaps, social maladjustments or learning difficulties with an IEP (EHDA) for each cohort, based on their 7-year graduation rate. The gap in success rate for Riverside School Board between the EHDA and others (17.2%) remains under the provincial target set for 2023 (24.1%). The gap for the 2013 cohort is also significantly under the board target for 2023 (22%). What is interesting to note is that the reduced gap stems from an increase in the success rate of the EHDA, with the other students maintaining their usual, high success rate.

While the gap between these groups of students is not presented in the table on this page using their 5-year graduation rate, a closer analysis of the data continues to reveal that the EHDA at Riverside School Board greatly benefit from years 6 and 7 in terms of achieving success (graduation), as can be seen in the graphs below.



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

The information presented below in relation to students starting public secondary school at 13 years of age or older refers to the most recent data provided by the Ministry, which is from the 2020-2021 school year.

Provincial Results (réseau public):

	2016-2017 (reference year)	2017-2018	2018-2019	2019-2020*	2020-2021*	Target 2023
Proportion of Students	12.5%	12.3%	11.2%**	10.4%	9.6%	11.1%

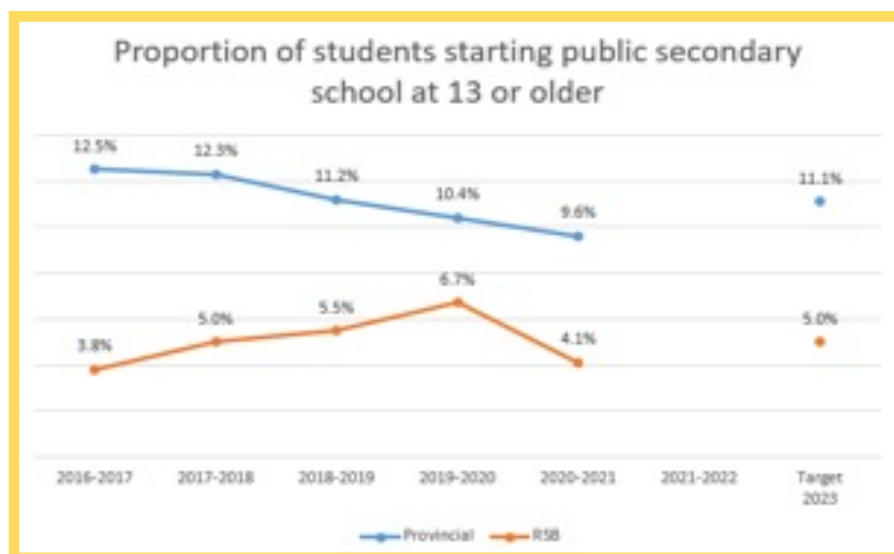
*Source: Charlemagne Report titled "884000_Taux_diplomation_qualification_ed2021_DIS" (second tab); accessed November 2021

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

Riverside School Board:

	2016-2017 (reference year)	2017-2018	2018-2019	2019-2020*	2020-2021*	Target 2023
Proportion of Students	3.8%	5.0%	5.5%	6.7%	4.1%	5% max

*Source: Charlemagne Report titled "884000_Taux_diplomation_qualification_ed2021_DIS" (second tab); accessed November 2021



The percentage of students starting secondary school at age 13 or more for Riverside School Board does not provoke particular attention. This percentage remains significantly below the provincial rate, as has been the case for several years. There is no systematic retention of students at Riverside School Board. A case-by-case analysis is therefore required each year to better understand the profile of students starting secondary school at age 13 or more, and the conditions leading to their delayed entry into high school. Current analysis has not highlighted a detectable trend in the reasons for delayed entry.

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

The information presented below in relation to the graduation and qualification rate refers to the most recent data provided by the Ministry, which is from the 2019-2020 school year. It refers to cohorts of students. A cohort is comprised of all new students officially declared in secondary 1 for a given board, for a given year.

Provincial Results (réseau public):

	June 2015 Results (2008 Cohort) (reference year)	June 2016 Results (2009 Cohort)	June 2017 Results (2010 Cohort)	June 2018 Results (2011 Cohort)	June 2019 Results (2012 Cohort)	June 2020 Results (2013 Cohort)*	June 2023 Target (2016 Cohort)
Students under 20 obtaining a first diploma (SSD or DVS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students under 20 obtaining a first diploma or qualification	74.9%	76.5%	77.7%	78.6%	78.4%	78.6%	84.5%

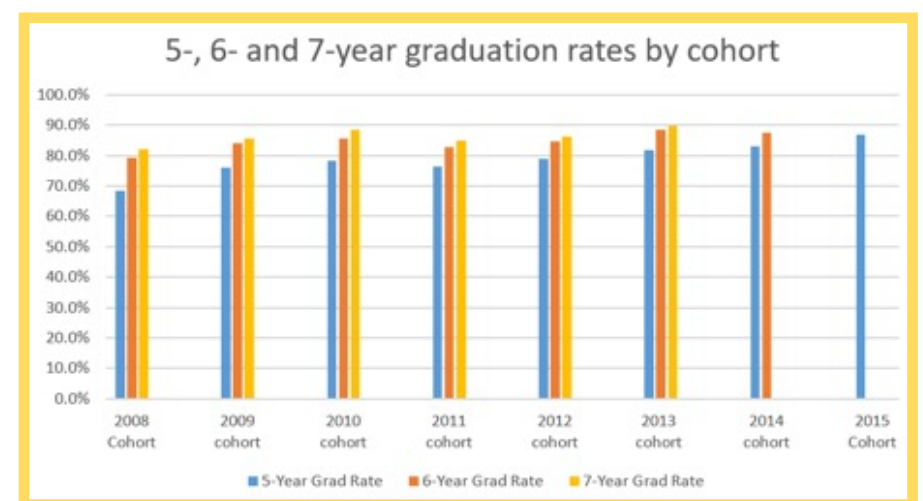
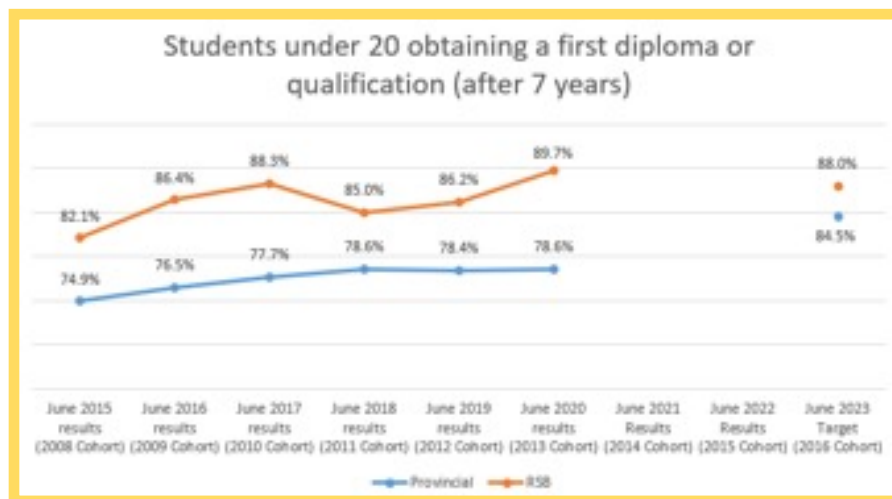
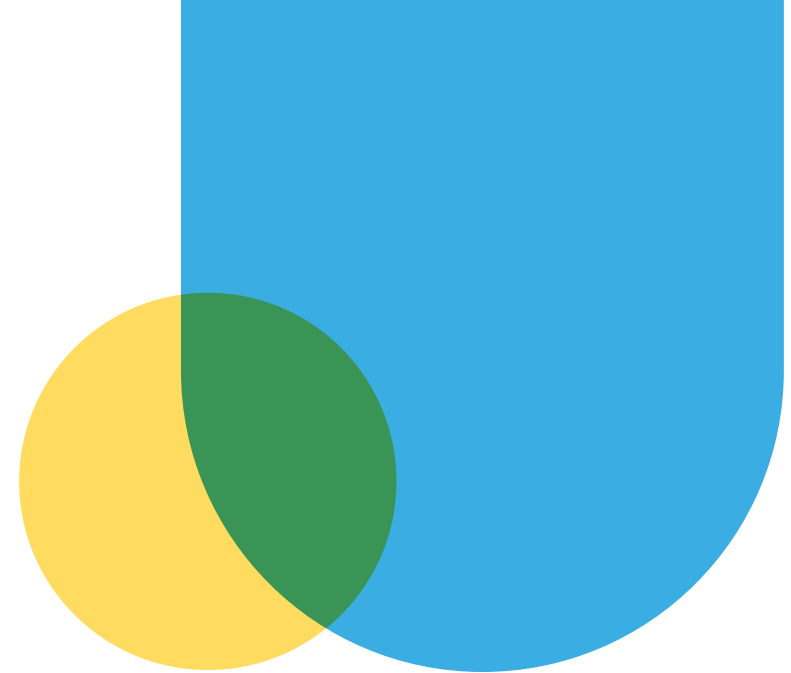
*Source: Diplomation et qualification au secondaire 2021 (p. 19)

Riverside School Board:

	June 2015 Results (2008 Cohort) (reference year)	June 2016 Results (2009 Cohort)	June 2017 Results (2010 Cohort)	June 2018 Results (2011 Cohort)	June 2019 Results (2012 Cohort)	June 2020 Results (2013 Cohort)*	June 2023 Target (2016 Cohort)
Students under 20 obtaining a first diploma (SSD or DVS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students under 20 obtaining a first diploma or qualification	82.1%	86.4%	88.3%	85.0%	86.2%	89.7%	88.0%

*Source: Diplomation et qualification au secondaire 2021 (p. 22)

The most recent 7-year graduation and qualification rate of students at Riverside School Board (89.7%) continues to stand above the equivalent provincial rate for public schools (78.6%) as well as the provincial target set for 2023 (84.5%). It should be noted that the 7-year graduation or qualification rate for Riverside school board for the 2013 cohort is the highest in the Montréal administrative region, and 4th highest among all 72 school boards and school service centres across the province. In the graph below, the 5, 6 and 7-year graduation and qualification rates per cohort are illustrated. They show the systematic increase for Riverside School Board from one cohort to the next since the 2011 cohort. In addition, the graduation and qualification rate continues to increase from the fifth to the seventh year for a given cohort. With the 2013 cohort, Riverside School Board has surpassed its set target for 2023.



OBJECTIVE 4: ENSURE A HIGH LEVEL OF LANGUAGE PROFICIENCY

Language proficiency in the Riverside School Board Commitment-to-Success Plan refers to the percentage of students obtaining 70% or more in both English and French, regardless of their program of studies and the model of delivery. The language proficiency rate is calculated using final report card marks for Grade 6 and Ministry final results extracted from Charlemagne for secondary 5.

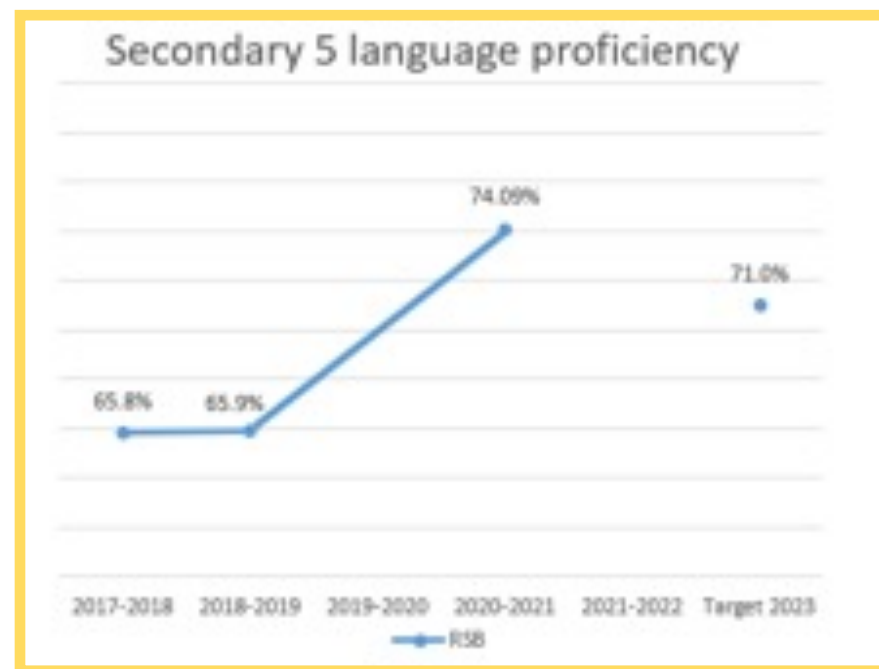
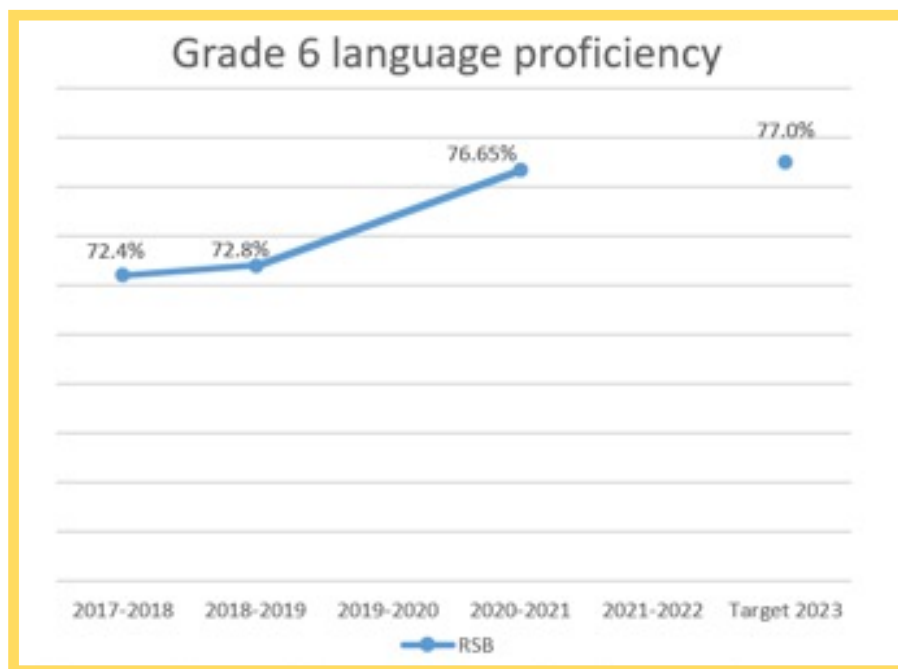
Provincial Results (réseau public):

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

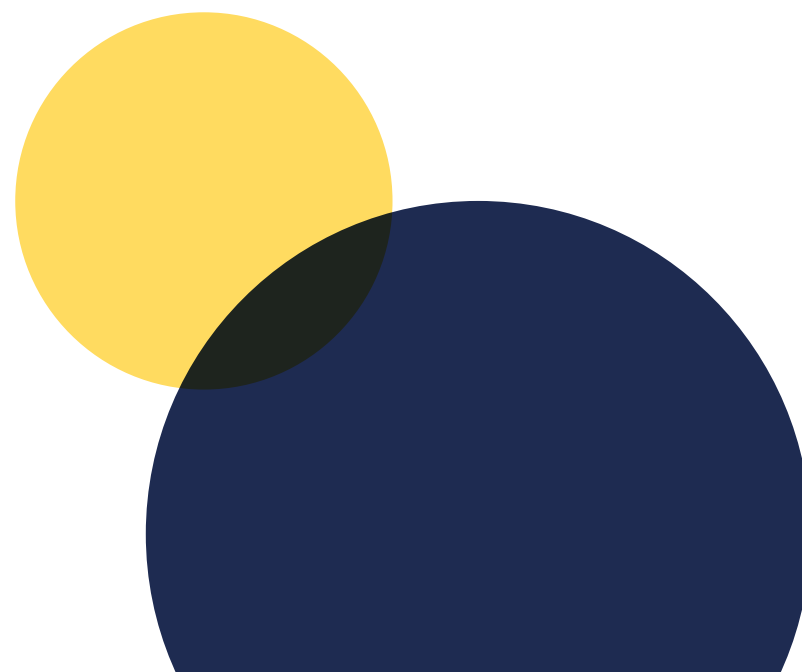
Riverside School Board:

	2017-2018 (reference year)	2018-2019	2019-2020	2020-2021	Target 2023
Grade 6: Percentage of students achieving at least 70% in both ELA and FSL final global results	72.4%	72.8%	N/A	76.65%	77%
Secondary 5: Percentage of students of achieving at least 70% in both ELA and FSL final global results	65.8%	65.9%	N/A	74.09%	71%

*Source: GPI and Charlemagne, for 2020-2021 PowerBI Language Proficiency report



Working towards the set target has opened conversations within and among schools about developing strong multilingualism at Riverside School Board. The Riverside School Board 2023 target for grade 6 was almost attained in 2020-2021, and the secondary 5 target was surpassed. Nonetheless, work has begun to further analyze the situation school by school, to support the evolution of language proficiency for all students, regardless of the context and model of delivery (English, French Immersion, etc.).



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

In 2020-2021, Riverside invested more than \$9 million in major projects to maintain real estate assets and carry out nine major renovation projects. These investments and projects were aimed at obtaining objective 5, which is to ensure that all school buildings are in satisfactory condition.

% of School Buildings in Satisfactory Condition (C) According to the FCI (IVP)

	2016-2017 (reference years)	2017-2018	2018-2019	2019-2020	2020-2021	Target 2023
Provincial	68.6%	N/D	N/D	N/D	N/D	50%
RSB	92.5%	18.5%	33.3%	76.9%	65.4%	65%
Investments	4.18 M\$	4.11 M\$	7.3 M\$	10.0M\$	9.0M\$	

In 2017-2018, the MEES modified the criteria considered for the assessment of the state of a building, thereby dramatically impacting the declaration of the buildings throughout the province. For instance, the age of a building or a specific element of the building is now provided consideration regardless of the actual state of the building or the element. Discussions are ongoing to address this situation and important changes are therefore expected. Training in building inspection and deployment of a new asset management platform will continue in 2020-2021.

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

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

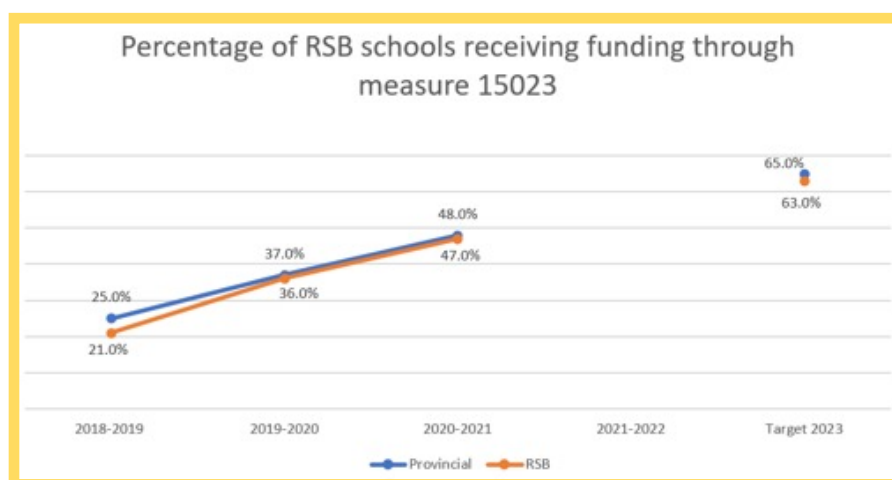
Measure 15023, *À l'école, on bouge!* is reserved for elementary schools. Funding is allocated to a school based on a commitment to and a plan for a minimum of 60 minutes of daily organized physical activity for the entire student population.

Provincial Situation (Public):

	2018-2019 (reference year)	2019-2020 (target)	2020-2021 (target)	Target 2023
Proportion of students	25%	37%	48%	65%

Riverside School Board:

	2018-2019 (reference year)	2019-2020 (target)	2020-2021 (target)	Target 2023
Proportion of students	21%	36%	47%	63%



Every year so far, Riverside School Board has seen an increase in the number of schools formally committing to 60 minutes of daily organized physical activity for the entire student population, through measure 15023. The evolution in this regard is aligned with the provincial growth rate. The commitment to daily, structured physical activity for all students was not an easy one in 2020-2021, given the many constraints imposed on students, staff, classes and schools at large, as a result of the pandemic.





ACT TO FACILITATE THE DISCLOSURE OF WRONGDOINGS RELATING TO PUBLIC BODIES

Riverside School Board has adopted a procedure to facilitate the Disclosure of Wrongdoing by employees and has appointed a person responsible for dealing with such disclosures.

For the year 2020-2021, 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.

