

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

Procès-verbal d'une séance **ordinaire** du conseil des commissaires de la Commission scolaire Riverside tenue au centre administratif situé au 7525 chemin de Chambly, Saint-Hubert (Québec), le 17 décembre 2019.

Minutes of the proceedings of a **regular** session of the Council of Commissioners for Riverside School Board held at the Administration Centre located at 7525, chemin de Chambly, St-Hubert (Québec), on December 17, 2019.

Le secrétaire général a confirmé qu'il y avait quorum et le président a déclaré la séance ouverte à 19 h 32.

The Secretary General established that quorum was met and the Chair called the meeting to order at 7:32 p.m.

COMMISSAIRES PRÉSENTS/COMMISSIONERS PRESENT

| | |
|-------------------------|----------|
| D. Lamoureux | M. Gour |
| H. Dumont | D. Smith |
| C. Horrell | C. Craig |
| P. Booth Morrison | A. Mazur |
| A. Capobianco Skipworth | |

Commissaires parents/Parent Commissioners

T. Aguiar
P. Michaud
C. Courtney
P. Dionne

Par appel conférence/By conference call:

L. Llewelyn Cuffling

Ayant prévu leurs absences/Regrets:

D. Butler

Absent/Absences:

G. Giummarra

Aussi présents

Sylvain Racette, directeur général
Lucie Roy, directrice générale adjointe et directrice de l'éducation des adultes et de la formation professionnelle
John McLaren, secrétaire général
Michel Bergeron, directeur des ressources financières
Jessica Saada, directrice par intérim des services éducatifs
Chantale Scroggins, directrice des services complémentaires
Pierre M. Gagnon, directeur des ressources matérielles

Also present

Sylvain Racette, Director General
Lucie Roy, Assistant Director General and Director of Adult and Continuing Education
John McLaren, Secretary General
Michel Bergeron, Director of Financial Resources
Jessica Saada, Interim Director of Educational Services
Chantale Scroggins, Director of Complementary Services
Pierre M. Gagnon, Director of Material Resources

Ayant prévu leurs absences :

Kim Barnes, directrice des ressources humaines

Regrets:

Kim Barnes, Director of Human Resources

Présence notée

Membres du public étaient présents.

Presence noted

Members of the public were present.

DÉCLARATION DU CONSEIL DES COMMISSAIRES

Nous aimerions commencer par reconnaître que nous nous réunissons aujourd'hui sur le territoire traditionnel non cédé de la nation mohawk.

STATEMENT OF THE COUNCIL OF COMMISSIONERS

We would like to begin by acknowledging that the land on which we gather is the traditional unceded territory of the Mohawk people.

ADOPTION DE L'ORDRE DU JOUR

ADOPTION OF THE AGENDA

IL EST PROPOSÉ par le commissaire Craig, appuyé par la commissaire Aguiar, que l'ordre du jour soit modifié en corrigeant les titres des résolutions suivantes :

IT IS MOVED by Commissioner Craig, seconded by Commissioner Aguiar, that the agenda be modified by correcting the titles of the following Resolutions:

- Adoption du Plan de regroupement pour le primaire, le secondaire et l'éducation des adultes devraient se lire Adoption du Plan de regroupement pour le primaire, le secondaire et l'éducation des adultes et la formation professionnelle (agenda anglais seulement) ;
- Demande d'autorisation permanente afin d'offrir le programme de formation professionnelle DVS Marine Mechanics Technician #5365 commençant l'année scolaire 2021-2022 devrait se lire Demande d'autorisation permanente afin d'offrir le programme de formation professionnelle DVS Matelotage (anglais) #5365 commençant l'année scolaire 2021-2022 ;
- Adoption du Cadre organisationnel et Plan annuel de gestion des risques en matière de corruption et de collusion dans les processus de gestion contractuelle - 2021-2021 devrait se lire Adoption du Cadre organisationnel et Plan annuel de gestion des risques en matière de corruption et de collusion dans les processus de gestion contractuelle - 2020-2021 (agenda anglais seulement) ;
- Dépôt aux fins de consultation du calendrier scolaire partiel 2020-2022 pour le secteur jeune devrait se lire Dépôt aux fins de consultation du calendrier scolaire partiel 2021-2022 pour le secteur jeune (agenda français seulement) ; ET
- Adoption of the Regroupment Plan for Elementary, Secondary and Adult Education to read Adoption of the Regroupment Plan for Elementary, Secondary and Adult Education and Vocational Training (English Agenda only);
- Request for the Permanent Authorisation to Offer the Vocational Education Program DVS Marine Vessel Mechanics Technician #5365 Starting in the 2021-2022 School Year should read Request for the Permanent Authorisation to Offer the Vocational Education Program DVS Matelotage (English) #5365 Starting in the 2021-2022 School Year;
- Adoption of the Organizational Framework and Annual Plan for Managing the Risks of Corruption and Collusion in the Contract Awarding Process – 2021-2021 should read Adoption of the Organizational Framework and Annual Plan for Managing the Risks of Corruption and Collusion in the Contract Awarding Process – 2020-2021 (English agenda only);
- Deposit for Consultation of the 2020-2022 Partial School Calendar for the Youth Sector should read Deposit for Consultation of the 2021-2022 Partial School Calendar for the Youth Sector (French agenda only); AND

qu'une copie soit annexée au procès-verbal de cette séance ;

that a copy be appended to the Minutes of this meeting;

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

IL EST PROPOSÉ par le commissaire Craig, appuyé par la commissaire Aguiar, que l'ordre du jour soit adopté tel que modifié.

IT IS MOVED by Commissioner Craig, seconded by Commissioner Aguiar, that the agenda be adopted as modified.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

APPROBATION DU PROCÈS-VERBAL DE LA SÉANCE ORDINAIRE DU 19 NOVEMBRE 2019

ADOPTION OF THE MINUTES OF THE REGULAR MEETING HELD ON NOVEMBER 19, 2019

IL EST PROPOSÉ par le commissaire Horrell, appuyé par la commissaire Dumont, que le procès-verbal de la séance ordinaire du 19 novembre 2019 soit adopté.

IT IS MOVED by Commissioner Horrell, seconded by Commissioner Dumont, that the Minutes of the regular meeting held on November 19, 2019 be adopted.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

SUIVI DU PROCÈS-VERBAL DE LA SÉANCE ORDINAIRE DU 19 NOVEMBRE 2019

BUSINESS ARISING FROM THE REGULAR NOVEMBER 19, 2019 MINUTES

Le directeur général, Sylvain Racette, indique qu'une lettre sera envoyée par le président, Dan Lamoureux, en réponse aux recommandations formulées par le protecteur de l'élève dans son rapport annuel 2018-2019.

Sylvain Racette, Director General, said that a letter will be sent by Chair Dan Lamoureux, in which there will be a response to the recommendations made by the Student Ombudsman's in his 2018-2019 Annual Report.

QUESTIONS DU PUBLIC : 19 h 34
Aucune.

QUESTIONS FROM THE PUBLIC: 7:34 p.m.
None.

PRÉSIDENT ET DIRECTEUR GÉNÉRAL Rapport du président – D. Lamoureux

CHAIRMAN AND DIRECTOR GENERAL Chair's report – D. Lamoureux

- 19 novembre – Réunions du comité des ressources humaines et du conseil des commissaires
- 2 décembre – Réunion du comité des parents
- 3 décembre – Réunions du comité exécutif et du comité de gouvernance et d'éthique
- 6 décembre – Réunion du comité MRC
- 10 décembre – Séance de travail du conseil des commissaires et réunion du comité de vérification (finances/ressources matérielles)

- November 19 – Human Resources Committee and Council of Commissioners meetings
- December 2 – Parents' Committee meeting
- December 3 – Executive Committee and Governance and Ethics Committee meetings
- December 6 – MRC Committee meeting
- December 10 – Council of Commissioners Work Session and Audit (Finance/Material Resources) Committee meeting

Rapport du directeur général – S. Racette

Director General's report – S. Racette

SUIVI

À la suite de la réception du rapport du protecteur de l'élève, certaines recommandations font l'objet d'un suivi et une lettre est en cours de rédaction pour l'informer des suivis donnés.

LES SUJETS AYANT FAIT L'OBJET D'UNE ATTENTION PARTICULIÈRE

Politique relative au maintien d'un environnement sécuritaire, respectueux et sans drogues dans les écoles :

Depuis la réunion du conseil en novembre, il y a eu :

- une audience disciplinaire dans un dossier de possession d'arme. Toutefois, l'élève n'a pas été transféré; il est resté à l'école et des mesures de soutien ont été mises en place pour lui ;
- une audience disciplinaire dans un dossier de possession d'arme et d'accessoires facilitant la consommation de drogues. L'élève a été transféré à une autre école ;
- une audience disciplinaire dans un dossier de menaces proférées contre un autre élève. L'élève s'est vu accorder une autorisation spéciale lui permettant de terminer son dernier stage au sein de la Commission scolaire Riverside ;
- une audience disciplinaire pour avoir été sous l'influence de drogues et pour possession de drogues. L'élève a été transféré à une autre école. L'élève pourra exceptionnellement demander une réintégration en mai s'il a respecté toutes les conditions lui ayant été imposées.

Les élèves transférés se sont vu offrir des services pour les aider à gérer les

BUSINESS ARISING

Following the reception of the Student Ombudsman's report, certain recommendations are being addressed and a letter is being drafted advising him on the follow up.

TOPICS THAT REQUIRED SPECIAL ATTENTION

Policy on Safe, Respectful and Drug-Free Environment in Schools:

Since the November Council meeting, there has been:

- 1 disciplinary hearing for possession of a weapon; however, the student was not transferred and remained at the school with measures put in place to support that student;
- 1 disciplinary hearing for possession of a weapon and drug paraphernalia. The student was transferred to another school;
- 1 disciplinary hearing for threatening another student. The student was granted special permission to complete his last stage with Riverside School Board;
- 1 disciplinary hearing for being under the influence of drugs and for possession of drugs. The student was transferred to another school. The student may exceptionally ask for a reinstatement in May if the student complies with conditions that were imposed.

The students transferred were offered services to help them to address the events that led to their

événements ayant mené à leur transfert obligatoire.

mandatory transfer.

RÉUNIONS

Octobre :

- 16 octobre – Réunion du Management Negotiating Committee for English-language School Boards du CPNCA – Sujet d'intérêt : négociations provinciales ;
- 17-18 octobre – Assemblée générale des directeurs généraux de l'Association des directions générales des commissions scolaires du Québec (ADIGECS) suivie de la réunion du conseil d'administration le lendemain : assemblée générale extraordinaire des directeurs généraux sur le projet de loi 40 ;
- 21 octobre – Conférence téléphonique avec le ministère de l'Éducation et de l'Enseignement supérieur (MEES) sur la question de l'assiduité scolaire des élèves ;
- 22 octobre – Réunion de l'Alliance pour la promotion de l'éducation publique de langue anglaise au Québec (APPELE-Québec) ;
- 23-25 octobre – Conférence de la Provincial Organization of Continuing Education Directors, English (PROCEDE) ayant pour thème *Learning with a View* et réunissant des conférenciers et des animateurs d'ateliers de partout dans le monde pour examiner de nouvelles perspectives et approches en matière d'apprentissage du personnel et des élèves ;
- 24 octobre – Réunion de l'English Language Vocational Education Council (ELVEC) : demandes d'autorisation pour 2020, organisation des services dans la province et traduction de modules en formation professionnelle ;
- 24-25 octobre – Réunion de l'Association des directeurs généraux des commissions scolaires anglophones du Québec (ADGCSAQ) – Sujets d'intérêt : projet de loi 21, projet de

MEETINGS

October:

- October 16–Management Negotiating Committee for English-language School Boards (CPNCA) meeting: Hot topic: Provincial negotiations;
- October 17 – 18 – *Association des directions générales des commissions scolaires du Québec* (ADIGECS) General Assembly of Directors General followed by the Board of Directors meeting the following day: Special Directors General meeting on Bill 40;
- October 21–Conference call with the *Ministère de l'Éducation et de l'Enseignement supérieur* (MEES) on student school attendance;;
- October 22–Alliance for the Promotion of Public English-language Education in Québec (APPELE-Québec) meeting
- October 23 – 25–Provincial Organization of Continuing Education Directors, English (PROCEDE) conference: theme: *Learning with a View* bringing together speakers and workshop facilitators from around the globe to explore new perspectives and approaches on staff and student learning;;
- October 24–English Language Vocational Education Council (ELVEC) meeting: 2020 authorisation requests, organization of services in the province and translation of modules in Vocational Education;
- October 24 – 25 - Association of Directors General of English School Boards of Québec (ADGESBQ) meeting: Hot topics: Bill 21, Bill 40, Regional tool for data;
- October 28 – 30–Solution Tree workshop: RTI
- October 31–Commitment-to-Success Pre-planning meeting: Preparing the new principals and centre directors' meeting, RTI conference, implementation of the educational projects;

loi 40, outil de données régional ;

- 28-30 octobre – Atelier Solution Tree : RTI ;
- 31 octobre – Réunion de préplanification de l'engagement vers la réussite : préparation de la réunion des nouveaux directeurs d'école et de centre, conférence RTI, mise en œuvre des projets éducatifs.

Novembre :

- 1^{er} novembre – Réunion du comité consultatif des élèves : mandat, projet de loi 40, projet de loi 21, plan d'engagement vers la réussite et projets éducatifs ;
- 1^{er} et 2 novembre – Réunion de développement personnel et assemblée générale annuelle de la Fédération québécoise des associations foyer-école (ACSAQ) ;
- 4 novembre – Réunion du comité d'allocation des ressources : révision du budget de la Commission scolaire Riverside ;
- 4 novembre – Réunion du comité de parents ;
- 5 novembre – Réunion du Comité patronal de négociation pour les commissions scolaires anglophones (CPNCA) concernant le dépôt des demandes syndicales ;
- 6 novembre – Réunion des directeurs d'école et de centre : mission et vision ;
- 6 novembre – Réunion du comité consultatif de gestion (CCG) : dotation en personnel administratif, projet de loi 21, rapports sur les projets éducatifs, santé mentale, évaluation des enseignants, sécurité de l'information, projet de loi 40, outil de liste de fournitures scolaires, etc. ;
- 7 novembre – Réunion parlementaire sur le projet de loi 40 ;
- 12 novembre – Réunion du comité d'éducation ;
- 14-15 novembre – Réunion de la Communauté de pratiques 9 (CDP9) : directeur général PLC sur les meilleures pratiques ;

November:

- November 1–Student Advisory Committee meeting: Mandate, Bill 40, Bill 21, Commitment-to-Success Plan and Educational projects;
- November 1 – 2 - Québec Federation of Home & School Associations (QESBA) personal development and Annual General Assembly;
- November 4–Resource Allocation Committee meeting: Revision of Riverside School Board budget;
- November 4 - Parents' Committee meeting;
- November 5–Management Negotiating Committee for English-language School Boards (CPNCA) meeting re: Union deposit;
- November 6–Principals and Centre Directors meeting: Mission and Vision;
- November 6 - Management Advisory Committee (MAC) meeting: Administrative staffing, Bill 21, reporting on Educational Projects, mental health, teacher evaluation, security of information, Bill 40, school supply list tool, etc.;
- November 7–Parliamentary meeting on Bill 40;
- November 12–Education Committee meeting;
- November 14 – 15–*Communauté de pratiques # 9 (COP9)* meeting: Director General PLC on best practices;
- November 19–ADGESBQ meeting: Hot topics: Bill 40, school supply list, provincial data initiative, ELVEC as a regional table;
- November 20 – 22–ADIGECS Annual General Assembly, Board of Directors and Special Board of Directors meeting: Hot topics: Meeting with the Education Minister's cabinet, teacher shortage and Bill 40;
- November 25–Education Committee meeting;
- November 28–Advisory Board on English Education (ABEE) meeting–*Diplôme d'études en langue française* (DELFI) program and

- 19 novembre – Réunion de l'Association des directeurs généraux des commissions scolaires anglophones du Québec (ADGCSAQ) – Sujets d'intérêt : projet de loi 40, liste de fournitures scolaires, initiative de données provinciales, l'ELVEC comme table régionale ;
- 20-22 novembre – Assemblée générale annuelle de l'ADIGECS et réunions (ordinaire et extraordinaire) du conseil d'administration – Sujets d'intérêt : Rencontre avec le cabinet du ministre de l'Éducation, pénurie d'enseignants et projet de loi 40 ;
- 25 novembre – Réunion du comité d'éducation ;
- 28 novembre – Réunion de la Commission de l'éducation en langue anglaise (CELA) – programme et certification du diplôme d'études en langue française (DELF).

certification.

Décembre :

- 2 décembre – Réunion avec Luc Boudrias, CPA-CA, CA-TI, sur le Plan directeur des ressources informationnelles (PDRI) ;
- 2 décembre – Réunion du comité de parents
- 3 décembre – Réunion du comité consultatif des transports ;
- 3 décembre – Réunion du comité exécutif ;
- 4 décembre – Réunion NEXTSchool ;
- 6 décembre – Réunion de la MRC – Sujets d'intérêt : directeurs adjoints et nouveaux administrateurs, santé mentale, mentorat et encadrement ;
- 10 décembre – Réunion du CPNCA sur les négociations provinciales ;
- 11 décembre – Webinaire sur le système électronique d'appels d'offres (SEAO) ;
- 13 décembre – Réunion avec Luc Boudrias sur le PDRI ;
- 13 décembre – Réunion du conseil d'administration de l'ACSAQ.

December:

- December 2 – Meeting with Luc Boudrias, CPA, CA, CA-IT – *Plan directeur des ressources informationnelles* (PDRI);
- December 2 - Parents' Committee meeting
- December 3–Transportation Advisory Committee meeting;
- December 3 - Executive Committee meeting
- December 4–NEXTSchool meeting;
- December 6–MRC meeting: Hot topics: Vice principals and new administrators, mental health, mentoring and coaching;
- December 10–CPNCA meeting: Provincial negotiations;
- December 11 – *Système électronique d'appels d'offres* (SEAO) Webinar;
- December 13 – Meeting with Luc Boudrias – PDRI;
- December 13 - QESBA Board of Directors meeting.

ÉVÉNEMENTS

Octobre :

- 22 octobre – Mois de la lecture à l'école Harold Sheppard (lecture d'un livre à une classe de 3^e/4^e année)

Décembre :

- 12 décembre – Concert des fêtes à l'école Good Shepherd

À TITRE INFORMATIF

- Rapport annuel

CHAPEAU

- À l'école secondaire régionale Héritage pour sa collecte de sang ;;
- Aux programmes Ventures et Ventures+ du centre ACCESS pour leur foire d'artisanat à la commission scolaire. Il y a un groupe d'élèves ayant des besoins particuliers qui assistent aux programmes Ventures et Ventures+ au centre ACCESS Royal Oak qui ont démarré une entreprise de fabrication de produits à vendre. Tous les profits de la foire d'artisanat bénéficient à des enfants défavorisés et servent au réapprovisionnement en stocks pour continuer de produire de merveilleuses créations!
- MusiCompte, Stingray Musique, David Laflèche et Marie-Mai – Événement « Garder la musique vivante au Canada » à l'école St. Mary's. L'école St. Mary's a été l'heureuse récipiendaire d'une bourse de 11 000 \$ l'an dernier. Elle a utilisé les fonds pour acheter des instruments et du matériel.

Comité des parents : C. Courtney

La réunion du comité de parents a eu lieu le 2 décembre 2019.

L'activité sociale des fêtes du comité s'est tenue plus tôt durant la soirée.

Le protecteur de l'élève, Enzo Di Iorio, a livré une présentation aux parents.

EVENTS

October:

- October 22 – Harold Sheppard School Reading Month – read a book to a grade 3/4 class

December:

- December 12 – Good Shepherd School Holiday concert

FOR YOUR INFORMATION

- Annual Report

HAT'S OFF

- To Heritage Regional High School's Blood Donor Clinic;
- To ACCESS Ventures and Ventures+ Program for their craft fair at the school board. They are a group of special needs students who attend the Ventures and Ventures+ program at Access Royal Oak whom have started a business making products to sell. All proceeds from the craft fair go towards underprivileged children and to stock their supplies to continue making their wonderful creations!
- MusiCounts, Stingray music, David Laflèche and Marie-Mai–Keeping Music Alive Across Canada event at St. Mary's School. St. Mary's School was the lucky recipient of a \$11,000 grant last year where they purchased instruments and equipment with the funds.

Parent's Committee: C. Courtney

The Parent's Committee met on December 2, 2019.

The Committee holiday social was held earlier during the evening.

The parents received a presentation by Enzo Di Iorio, Student Ombudsman.

Une nouvelle personne a été élue pour représenter la Commission scolaire Riverside auprès de l'Association des comités de parents anglophones (ACPA) du Québec à la suite de la démission de Kathleen Brisson.

A new English Parents' Committee Association of Québec (EPCA) director (Representative from Riverside) was elected following the resignation of Kathleen Brisson.

Aussi, les discussions se sont poursuivies concernant le projet de loi 40.

Further discussions regarding Bill 40 also took place.

La prochaine réunion est prévue pour le 13 janvier 2020.

The next meeting is scheduled for January 13, 2020.

Comité consultatif EHDA : C. Courtney

Special Needs Advisory Committee: C. Courtney

Aucun rapport.

No report.

La prochaine réunion est prévue pour le 23 janvier 2020.

The next meeting is scheduled for January 23, 2020.

RAPPORTS (comités)

REPORTS (committees)

Exécutif – D. Lamoureux

Executive – D. Lamoureux

La réunion du comité exécutif a eu lieu le 3 décembre 2019.

The Executive Committee met on December 3, 2019.

Le comité a décidé de faire parvenir une lettre d'accusé de réception au protecteur de l'élève pour son rapport annuel 2018-2019, comme l'an dernier.

The Committee decided to send a letter of acknowledgement to the Student Ombudsman for his 2018-2019 Annual Report, similar to last year.

Les politiques suivantes ont été passées en revue et leur adoption a été recommandée au conseil des commissaires :

The following policies were reviewed and recommended to the Council of Commissioners:

- *Politique régissant les sorties parascolaires et les déplacements pour des événements athlétiques ou sportifs ;*
- *Politique des services de garde en milieu scolaire ;*
- *Politique d'évaluation des apprentissages de l'élève ;*
- *Politique relative à la sécurité de l'information ;*
- Documents de planification 2020-2021 (incluant la *Politique relative aux critères d'admission et d'inscription des élèves*).

- Policy on Field Trips and Athletic Events;
- Policy on Daycare Services;
- Policy on the Evaluation of Student Learning;
- Policy on the Security of Information;
- The 2020-2021 Planning Documents (including the Policy on Enrolment Criteria for Registration).

La prochaine réunion est prévue le 4 février 2020.

The next meeting is scheduled for February 4, 2020.

Consultatif de transport – L. Cuffling

Transportation Advisory – L. Cuffling

La réunion du consultatif de transport a eu lieu le 3 décembre 2019.

The Transportation Advisory Committee met on December 3, 2019.

La commissaire Llewelyn Cuffling a été élue présidente et le commissaire Craig a été élu vice-président.

Commissioner Llewelyn Cuffling was elected Chair and Commissioner Craig was elected Vice Chair.

Les points suivants ont été discutés :

The following points were discussed:

- Le budget de transport révisé pour 2019-2020 ;
- Le début de l'année scolaire (l'impact de deux récréations sur l'horaire scolaire, l'impact des compressions gouvernementales ayant mené à une réduction du nombre d'autobus) ;
- La résolution concernant *Les entreprises Raymond Robillard* ;
- La résolution concernant cinq contrats de transport scolaire en berlines additionnelles d'une durée d'un an chacun ;
- La résolution concernant la vente d'une berline d'*Autobus Beaugard* à *Transport Excell* ;
- Quelques modifications proposées à la politique du transport cette année ;
- La formation des chauffeurs de berlines des écoles REACH sur l'autisme, la formation des chauffeurs d'autobus et de berlines sur l'intimidation et la formation des chauffeurs d'autobus et de berlines sur les premiers soins ;
- La pénurie de chauffeurs d'autobus ;
- L'utilisation du Portail parent Mozaik pour obtenir de l'information sur le transport ;
- La fermeture d'une partie de la commission scolaire en cas de mauvais temps.

- The revised transportation budget for 2019-2020;
- The beginning of the school year (impact of two recesses on the school schedule, impact of government cuts that led to cuts in buses);
- The resolution regarding *Les entreprises Raymond Robillard*;
- The resolution regarding an additional five one-year contracts for Berlines;
- The resolution regarding the sale of one Berline from *Autobus Beaugard* to *Transport Excell*;
- Some proposed changes to the Transportation Policy will be coming this year;
- The training of REACH Berline drivers regarding autism; bus and Berline driver training regarding bullying; and first aid training for bus and Berline drivers;
- The lack of bus drivers;
- Using the Mozaik parent portal for transportation information;
- Closing part of the school board during inclement weather.

De plus, depuis la réunion du comité consultatif du transport (CCT) du 3 décembre 2019, le comité a passé en revue – par courriel – et s'est entendu à l'unanimité de proposer une résolution additionnelle au conseil des commissaires.

Furthermore, since the December 3, 2019 Transportation Advisory Committee (TAC) meeting, the committee reviewed, by e-mail, and has unanimous agreement to propose an additional resolution to the Council of Commissioners. Effective December 9, 2019,

Le 9 décembre 2019, *Autobus Grisé* a vendu deux itinéraires à *Autobus Robert* en raison d'une pénurie de chauffeurs d'autobus.

Autobus Grisé sold two bus routes to *Autobus Robert* due to the lack of bus drivers.

La prochaine réunion est prévue le 25 février 2020.

The next meeting is scheduled for February 25, 2019.

Éducation – D. Smith

Education – D. Smith

La réunion du comité d'éducation a eu lieu le 25 novembre 2019.

The Education Committee met on November 25, 2019.

Le comité a passé en revue les points suivants :

The Committee reviewed the following topics:

Mandat proposé :

Trois changements mineurs seront apportés.

Proposed Mandate:

Three minor changes will be made.

Résolutions :

Deux résolutions concernant la formation professionnelle ont été présentées pour demander une autorisation permanente d'offrir le DEP (diplôme d'études professionnelles) en mécanique marine et en matelotage (traduction officielle à suivre).

Resolutions:

Two resolutions were presented in Vocational Training in order to request the permanent authorization to offer the DVS (Diploma in Vocational Studies) in Marine Mechanics and Matelotage (official translation to follow).

Mise à jour sur la réussite scolaire :

Il s'agit de la quatrième année de l'initiative des équipes réussite scolaire. Cette année, l'accent est mis sur les valeurs communes et l'élargissement de la collaboration.

School Success Update:

This is the fourth year of the School Success Teams initiative. The focus of this year is shared values and the expansion of collaboration.

Plan d'action numérique :

Une présentation a été livrée aux fins de fournir un aperçu des documents du Ministère de l'Éducation et de l'Enseignement supérieur (MEES) portant sur la technologie et l'éducation. Les orientations du MEES ont été brièvement présentées tout comme les moyens pris pour les partager et mettre en œuvre au sein de notre commission scolaire par l'entremise de comités de planification et d'un soutien continu aux écoles et aux enseignants.

Digital Action Plan:

A presentation was made which provided an overview of the *Ministère de l'Éducation et de l'Enseignement Supérieur* (MEES) documents pertaining to technology and education. The MEES orientations were outlined as well as how these are being shared and implemented at our school board through planning committees and ongoing support to schools and teachers.

Examen de données :

Les plus récents taux de diplomation ainsi que le rapport de l'Institut Fraser ont été présentés et s'est ensuivie une discussion sur des données pertinentes.

Looking at Data:

The most recent graduation rates and the Fraser Report were presented with a discussion around relevant data.

Harmonisation des attentes :

Une présentation a été livrée pour expliquer l'incidence sur l'apprentissage des élèves et leurs résultats scolaires lorsque l'enseignement et l'évaluation des enseignants ne sont pas harmonisés avec les attentes du Programme de formation de l'école québécoise.

Aligning Expectations:

A presentation was given that explained the impact on student learning and academic results when teaching and evaluation by teachers are not aligned with expectation of the Québec Education Program.

Politique d'évaluation des apprentissages de l'élève :

Un projet de document, présentant des modifications et des ajouts à la politique, a été passé en revue rapidement. La politique a été mise à jour pour refléter les règlements en vigueur tels qu'ils sont énoncés dans la *Loi sur l'instruction publique* ainsi que le régime pédagogique de même que pour présenter sommairement l'orientation et les procédures de la Commission scolaire Riverside (CSR). Le document sera envoyé par courriel aux membres du comité aux fins d'un examen plus approfondi et de rétroaction.

Policy on the Evaluation of Student Learning:

A draft document, showing revisions and additions made to the Policy, was quickly reviewed. The Policy has been updated to reflect the current regulations as they are stated in the Education Act and Basic School Regulation, as well as to outline Riverside School Board's (RSB) orientation and procedures. The document will be emailed to the Committee members to allow for more careful examination and feedback to be given.

Mise à jour sur l'initiative provinciale en matière de données :

Le CSR est intéressée à utiliser le service Power BI pour accéder plus facilement à des données à l'appui de réflexions et d'actions en faveur de la réussite des élèves. Une initiative provinciale est en cours depuis le début de l'année, mais elle est confrontée à certains obstacles. La CSR va de l'avant néanmoins.

Update on Provincial Data Initiative:

RSB is interested in using Power BI to more readily access data to support reflections and action towards student success. A provincial initiative has been in progress since the start of the year but is facing some obstacles. RSB is moving ahead nonetheless.

Réunions des directeurs d'école et de centre :

Une nouvelle orientation a été donnée à ces réunions. Elles ne serviront plus à disséminer et à recueillir de l'information, mais porteront plutôt sur la pédagogie et le

Principals and Centre Directors' Meetings:

A new orientation has been given to these meetings. They will no longer serve to disseminate and gather information, but rather will focus on pedagogy and ongoing professional development for administrators. The

perfectionnement professionnel continu des administrateurs. Les administrateurs en sont à établir les intérêts qu'ils souhaitent poursuivre en équipes pendant l'année scolaire 2019-2020.

administrators are identifying their area of interest to pursue in teams for the 2019-2020 school year.

Comité du Plan d'engagement vers la réussite (projet de loi 40) :

Le MEES mandatera la création et la composition de ce comité pour l'année scolaire 2020-2021. La CSR a déjà ce comité en place depuis 2017-2018 et n'aura donc qu'à modifier légèrement sa composition pour se conformer aux lignes directrices du ministère.

Commitment-to-Success Plan Committee (Bill 40):

The MEES will be mandating the creation and composition of this committee for the 2020-2021 school year. RSB already has had this committee in place since 2017-2018 and will only need to slightly adjust its composition to respect Ministry guidelines.

Dates et heures des réunions :

L'heure de début des réunions est maintenue à 18 h 30.

Meeting Dates and Times:

The time to begin the meetings will remain at 6:30 p.m.

Les dates des réunions ont été fixées comme suit :

- 27 janvier 2020
- 24 février 2020
- 27 avril 2020
- 25 mai 2020

The meeting dates were scheduled as follows:

- January 27, 2020
- February 24, 2020
- April 27, 2020
- May 25, 2020

La prochaine réunion est prévue le 27 janvier 2019.

The next meeting is scheduled for January 27, 2019.

Vérification (Finances/Ressources matérielles) – P. Booth Morrison

Audit (Finance/Material Resources) –P. Booth Morrison

La réunion du comité de vérification a eu lieu le 10 décembre 2019.

The Audit Committee met on December 10, 2019.

RESSOURCES MATÉRIELLES

MATERIAL RESOURCES

1. Mise à jour concernant le plomb dans l'eau :

- a. La ligne directrice du MEES a été présentée.
- b. Le plan d'action proposé par la Commission scolaire Riverside a été présenté s'est ensuivie une discussion. Les faits saillants sont les suivants :
 - Une communication à l'intention de la communauté et de l'administration scolaire est en voie

1. Update on Lead in water:

- a. The MEES guideline was presented.
- b. The proposed Riverside School Board plan of action was presented and discussions followed. The principle highlights are:
 - Communication with the community and the school administrator is being prepared. Communication is key, and it will be reviewed throughout the process to keep all informed.
 - Short-term mitigation measures with

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d'être préparée. Cette communication est importante et elle sera examinée tout au long du processus pour garder tout le monde informé ;

- Des mesures d'atténuation à court terme et des affiches prônant l'importance de faire couler l'eau avant de la consommer sont en place depuis le début de janvier ;
- Le matériel d'échantillonnage a été reçu en janvier ;
- Les échantillonnages se dérouleront entre février en juin 2020, en commençant par les plus vieilles écoles primaires, et entre juillet et novembre 2020 pour tous les autres bâtiments ;
- Au besoin, des mesures correctives seront mises en place à la suite du processus d'échantillonnage entre mars et la fin de l'année 2020.

signage for running water prior to usage have been put in place in early January.

- Reception of sampling equipment in January.
- Sampling process starting with the oldest school from February to June 2020 in elementary schools, and July to November 2020 for all other buildings.
- Corrective measures, if required, will be done following the sampling process from March 2020 to the end of the year.

2. Mise à jour concernant les détecteurs de monoxyde de carbone :

Une deuxième phase dans l'installation de détecteurs de monoxyde de carbone a été complétée dans les salles adjacentes aux salles mécaniques, comme l'exige le MEES.

2. Update on Carbon Monoxide Detectors:

A second phase in the installation of carbon monoxide detectors was completed in rooms adjacent to the mechanical rooms, as required by the MEES.

3. Mise à jour concernant le projet estival de l'école Saint-Jude :

- Le projet est complété à hauteur de 97 % ;
- Tous les travaux relatifs à l'incident lié à l'eau ont été complétés au coût de 85 000 \$ (en plus des honoraires professionnels) ;
- Une provision du même montant a été appliquée au paiement d'octobre 2019 conformément aux clauses contractuelles ;
- Nous avons reçu un avis officiel nous demandant de libérer la provision ;
- Nous sommes accompagnés par Morency, Société d'avocats et avons répondu à l'avis officiel. Un litige dans le dossier est probable ;
- Le MEES a été informé de cette situation.

3. Update on St. Jude School's Summer Project:

- 97% of the project has been completed;
- All work related to the water incident has been completed at a cost of \$85,000 (plus professional fees);
- A retainer for the same amount was applied to the October 2019 payment as per contractual clauses;
- Received a formal notice to release the retainer;
- We are accompanied by *Morency, Société d'avocats* and responded to the formal notice which will likely evolve toward litigation;
- The MEES has been informed of this situation.

Secrétaire général :

- Présentation du cadre et d'un plan d'action concernant les 45 risques répertoriés par l'Unité permanente anticorruption (UPAC) ;
- Le contexte et le plan d'action pour les trois prochaines années ont été présentés.

RESSOURCES FINANCIÈRES

Aucun rapport.

La prochaine réunion est sur convocation de la présidence.

Gouvernance et éthique – L. Cuffling

La réunion du comité de gouvernance et d'éthique a eu lieu le 3 décembre 2019.

- Il y a eu discussion sur les formulaires relatifs au code d'éthique et de déontologie et à la déclaration de conflits d'intérêts des commissaires.
- Le rapport annuel du commissaire à l'éthique pour l'année scolaire 2018-2019 a été passé en revue et son adoption a été recommandée au conseil des commissaires.

La prochaine réunion est sur convocation de la présidence.

Ressources humaines – H. Dumont

La réunion du comité des ressources humaines a eu lieu le 10 décembre 2019.

AFFAIRES NOUVELLES

Plan de regroupement :

Le Plan de regroupement regroupe le personnel enseignant en catégories. Les enseignants sont catégorisés en fonction des matières « dominantes » de leurs heures d'enseignement. L'exactitude de ce plan est importante et le plan est donc passé en revue chaque année. Les

Secretary General:

- Presented the Framework and a Plan of Action in regards to the 45 risks identified by the *Unité permanente anticorruption* (UPAC);
- The context and plan of action for the next three years were presented.

FINANCIAL RESOURCES

No report.

The next meeting is at the call of the Chair.

Governance and Ethics – L. Cuffling

The Governance and Ethics Committee met on December 3, 2019.

- The Code of Ethics and Conflict of Interest forms for Commissioners were discussed.
- The Annual Report submitted by the Ethics Review Officer for the 2018-2019 school year was reviewed and recommended to the Council of Commissioners.

The next meeting is at the call of the Chair.

Human Resources – H. Dumont

The Human Resources Committee met on December 10, 2019.

NEW BUSINESS

Regroupement Plan:

The Regroupement Plan groups teachers into categories. Teachers are placed in a category according to the subjects that “dominate” their teaching hours. It is important that it be accurate; therefore, the plan is reviewed every year. Feedback is received by administrators, which is then discussed with the teacher's Union. The

administrateurs reçoivent de la rétroaction, qui est ensuite discutée avec le syndicat des enseignants. Le Plan de regroupement proposé est ensuite présenté au comité des ressources humaines avant d'être présenté au conseil des commissaires pour l'adoption d'une résolution. L'incidence de se trouver dans une catégorie viable est importante pour les enseignants, car s'ils se trouvent dans une catégorie donnée et la commission scolaire cesse d'offrir la matière en question, ils pourraient être déclarés « excédentaires ».

proposed Regroupement Plan is then brought to the Human Resources Committee before it is brought to the Council of Commissioners for a resolution. The impact of being in a viable category is important to teachers because if they are in a category and the school board stops offering that subject, they can be declared "excess".

Modifications apportées cette année :

Changes this Year:

Niveau primaire :

Ajout de *Instruction donnée dans une autre langue* (espagnol)

Elementary Level:

Addition of *Instruction Given in Another Language* (Spanish)

Niveau secondaire :

Retrait de la catégorie *Économie familiale* (aucun enseignant dans cette catégorie)

Secondary Level:

Removal of the Home Economics category (no teachers in this category)

Niveau de l'éducation aux adultes :

- *Enfance inadaptée* et *Éducation spécialisée* renommées à *Ressource*
- *Mathématiques, Mathématiques et sciences* et *Sciences et technologie* sont des catégories distinctes

Adult Education Level:

- *Enfance inadaptée* and *Special Education* renamed to *Resource*
- Mathematics, Mathematics and Science, Science and Technology are separate categories

Formation professionnelle – Éducation aux adultes :

- *Enfance inadaptée* et *Éducation spécialisée* renommées à *Ressource*
- Ajout de *Vente professionnelle* – il y a des enseignants dans cette catégorie

Vocational Education: Adult Education:

- *Enfance inadaptée* and *Special Education* renamed to *Resource*
- Professional Sales added - there are teachers in this category

Banque administrative :

La banque administrative est vide. Des affichages internes et externes visent l'ajout de noms à la banque. Une séance d'information informelle s'est tenue le 11 décembre 2019.

Administrative Bank:

The Administrative Bank is empty. An internal and external posting went up to try to add names to the bank. There was an informal information session on December 11, 2019.

Calendriers scolaires :

- Le comité a reçu le rapport des recommandations du comité responsable du calendrier. Le comité des ressources humaines est favorable aux

School Calendars:

- The Committee received the report based on recommendations from the Calendar Committee. The Human Resources Committee supports the recommendations.

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recommandations formulées.

- La période de consultation débutera le 21 décembre 2019 une fois que le conseil des commissaires aura adopté une résolution à cet égard.
- Les calendriers scolaires de l'éducation aux adultes et de l'école internationale primaire de Greenfield Park seront dévoilés à une date ultérieure en janvier ou début février 2020.

Dates de réunions :

Le comité fixe des dates provisoires pour des réunions jusqu'en juin 2020. Kim Barnes, directrice des ressources humaines, enverra les convocations aux réunions.

La prochaine réunion est sur convocation de la présidence.

Communications – A. Capobianco Skipworth

- Le comité n'a pas siégé depuis la dernière réunion, mais Martine Tremblay, conseillère en communication, a tenu le comité informé des progrès réalisés dans le dossier du bloc signature et du papier à en-tête.
- Les vœux des fêtes du conseil des commissaires et du président Dan Lamoureux à la communauté et au personnel de la Commission scolaire Riverside ont été rédigés et seront diffusés.
- Au nom du comité, la commissaire Capobianco Skipworth, présidente du comité, souhaite à tous les membres ainsi qu'à leurs proches et amis une saison des fêtes remplie de bonheur et de paix.
- La commissaire Capobianco Skipworth remercie Martine Tremblay, conseillère en communication, et Corinne Laydu-Durnin, agente d'administration, pour leur travail assidu.

La prochaine réunion est sur convocation de la présidence.

- The consultation period will start December 21, 2019 when the Council of Commissioners has adopted a resolution to that effect.
- The Adult Education and Greenfield Park Primary International School calendars are to come at a later date in January or early February 2020.

Meeting Dates:

The Committee set tentative dates for the meetings until June 2020. Kim Barnes, Director of Human Resources, will send out meeting invitations.

The next meeting is at the call of the Chair.

Communications – A. Capobianco Skipworth

- The Committee has not met as a group but Martine Tremblay, Communication Officer, has kept the Committee updated on the signature block and letterhead.
- Holiday greetings on behalf of the Council of Commissioners and Chair Dan Lamoureux to the Riverside School Board community and staff have been finalized and will be sent out.
- Commissioner Capobianco Skipworth, Chair of the Committee, wished everyone and their families and friends a very happy and peaceful Holiday season on behalf of the Committee.
- Commissioner Capobianco Skipworth thanked Martine Tremblay, Communication Officer, and Corinne Laydu-Durnin, Administration Officer, for their hard work.

The next meeting is at the call of the Chair.

ACSAQ – A. Capobianco Skipworth

La réunion du comité de l'ACSAQ a eu lieu le 13 décembre 2019.

- De nombreux sujets, incluant des mises à jour concernant le projet de loi 40, ont été discutés.
- Le directeur général, Russell Copeman, continue de défendre très ardemment le droit à des commissions scolaires élues et a conclu un partenariat avec APPELE-Québec.
- Le comité reçoit continuellement des mises à jour de M. Copeman par l'intermédiaire de Suzanne Keough, adjointe administrative de l'ACSAQ.
- Le comité a discuté également de la situation de la Commission scolaire English Montréal (CSEM), soit sa mise en tutelle et l'incidence de cette dernière sur l'ACSAQ.
- À cet égard, la résolution suivante a été adoptée :
 - Que les trois commissaires actuels de la CSEM continuent de siéger au conseil d'administration et de voter sur des questions relatives à des procédures courantes ou futures concernant l'ACSAQ ou ses commissions membres;
 - Que M^{me} Marlene Jennings, en sa qualité d'administratrice, soit invitée à assister aux réunions du conseil d'administration de l'ACSAQ comme observatrice avec droit de parole uniquement sur les questions relevant de son mandat d'administratrice.

La prochaine réunion est prévue le 31 janvier 2020.

Résolution B731-20191217

**DÉPÔT POUR FINS DE CONSULTATION
DE LA POLITIQUE RÉGISSANT LES
SORTIES SCOLAIRES ET LES
DÉPLACEMENTS POUR DES
ÉVÉNEMENTS SPORTIFS**

QESBA – A. Capobianco Skipworth

The QESBA Committee met on December 13, 2019.

- Many topics were discussed including updates on Bill 40.
- Russell Copeman, Executive Director, continues to work extremely hard fighting for the rights of elected school boards and has successfully partnered with APPELE-Québec.
- The Committee continuously receives updates from Mr. Copeman through Suzanne Keough, Administrative Assistant at QESBA.
- The Committee also discussed the English Montréal School Board (EMSB) situation i.e.: Trusteeship and its impact on QESBA.
- A resolution has been adopted to this effect including the following:
 - That the three current EMSB commissioners remain on the Board of Directors and vote on matters relating to any current and future procedures involving QESBA or its member boards.
 - That Mrs. Marlene Jennings, in her capacity as Trustee, be invited to attend the QESBA Board of Directors meetings as an observer with speaking rights solely on issues covered by her mandate as Trustee.

The next meeting is scheduled for January 31, 2020.

Resolution B731-20191217

**DEPOSIT FOR CONSULTATION OF THE
POLICY ON FIELD TRIPS AND ATHLETIC
EVENTS**

CONSIDÉRANT que cette résolution a été révisée et approuvée par le comité exécutif;

WHEREAS this resolution was reviewed and is supported by the Executive Committee;

IL EST PROPOSÉ par le commissaire Dionne, appuyé par le commissaire Craig, que la Politique régissant les sorties scolaires et les déplacements pour des événements sportifs soit déposée pour fins de consultation du 21 décembre 2019 au 4 février 2020 ; ET

IT IS MOVED by Commissioner Dionne, seconded by Commissioner Craig, that the Policy on Field Trips and Athletic Events be deposited for consultation from December 21, 2019 to February 4, 2020; AND

QUE le document soit adopté à la séance du conseil des commissaires du 18 février 2020.

THAT it be adopted at the meeting of the Council of Commissioners on February 18, 2020.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution B732-20191217

**DÉPÔT POUR FINS DE CONSULTATION
DE LA POLITIQUE DES SERVICES DE
GARDE EN MILIEU SCOLAIRE**

Resolution B732-20191217

**DEPOSIT FOR CONSULTATION OF THE
POLICY ON DAYCARE SERVICES**

CONSIDÉRANT que cette résolution a été révisée et approuvée par le comité exécutif ;

WHEREAS this resolution was reviewed and is supported by the Executive Committee;

IL EST PROPOSÉ par la commissaire Booth Morrison, appuyé par la commissaire Smith, que la Politique des services de garde en milieu scolaire soit déposée pour fins de consultation du 21 décembre 2019 au 4 février 2020 ; ET

IT IS MOVED by Commissioner Booth Morrison, seconded by Commissioner Smith, that the Policy on Daycare Services be deposited for consultation from December 21, 2019 to February 4, 2020; AND

QUE le document soit adopté à la séance du conseil des commissaires du 18 février 2020.

THAT it be adopted at the meeting of the Council of Commissioners on February 18, 2020.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution HR567-20191217

**DÉPÔT AUX FINS DE CONSULTATION
DU CALENDRIER SCOLAIRE 2020-2021
POUR LE SECTEUR JEUNE**

Resolution HR567-20191217

**DEPOSIT FOR CONSULTATION OF THE
SCHOOL CALENDAR 2020-2021 FOR THE
YOUTH SECTOR**

CONSIDÉRANT que cette résolution a été révisée et approuvée par le comité des ressources humaines ;

WHEREAS this resolution was reviewed and is supported by the Human Resources Committee;

IL EST PROPOSÉ par la commissaire Courtney, appuyé par le commissaire

IT IS MOVED by Commissioner Courtney, seconded by Commissioner Dionne, that the

Dionne, que le calendrier scolaire ci-joint pour le secteur des jeunes, pour l'année scolaire 2020-2021, soit déposé aux fins de consultation du 21 décembre 2019 au 4 février 2020 ; ET

attached youth sector calendar for the 2020-2021 school year be deposited for consultation from December 21, 2019 to February 4, 2020; AND

QUE le document soit adopté à la séance du conseil des commissaires du 18 février 2020.

THAT it be adopted at the meeting of the Council of Commissioners on February 18, 2020.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution HR568-20181217

**DÉPÔT AUX FINS DE CONSULTATION
DU CALENDRIER SCOLAIRE
PARTIEL 2021-2022 POUR LE
SECTEUR JEUNE**

Resolution HR568-20181217

**DEPOSIT FOR CONSULTATION OF THE 2021-
2022 PARTIAL SCHOOL CALENDAR FOR THE
YOUTH SECTOR**

CONSIDÉRANT que cette résolution a été révisée et approuvée par le comité des ressources humaines ;

WHEREAS this resolution was reviewed and is supported by the Human Resources Committee;

IL EST PROPOSÉ par la commissaire Courtney, appuyé par le commissaire Craig, que le calendrier scolaire partiel ci-joint pour le secteur des jeunes, pour l'année scolaire 2021-2022, soit déposé aux fins de consultation du 21 décembre 2019 au 4 février 2020 ; ET

IT IS MOVED by Commissioner Courtney, seconded by Commissioner Craig, that the attached partial youth sector calendar for the 2021-2022 school year be deposited for consultation from December 21, 2019 to February 4, 2020; AND

QUE le document soit adopté à la séance du conseil des commissaires du 18 février 2020.

THAT it be adopted at the meeting of the Council of Commissioners on February 18, 2020.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution B733-20191217

**ADOPTION DU DOCUMENT DE
PLANIFICATION 2020-2021**

Resolution B733-20191217

**ADOPTION OF THE 2020-2021 PLANNING
DOCUMENT**

CONSIDÉRANT que le Document de planification pour 2020-2021, qui regroupe les documents suivants :

WHEREAS the Planning Document for 2020 – 2021 which regroups the following documents:

- Programmes et zones scolaires
- Politique des critères d'admission et d'inscription
- Plan triennal de destination des immeubles 2020-2023
- Liste des écoles

- Programs and School Zones
- Policy on the Enrolment Criteria for Registration
- Three-Year Plan for the Allocation and Destination of its Immovables 2020 – 2023
- List of Schools

- Actes d'établissement

- Deeds of Establishment

fut soumis pour fins de consultation du 18 octobre 2019 au 2 décembre 2019 ; ET

has been the subject of consultation from October 18, 2019 to December 2, 2019; AND

CONSIDÉRANT que cette résolution a été révisée et approuvée par le comité exécutif ;

WHEREAS this resolution was reviewed and is supported by the Executive Committee;

IL EST PROPOSÉ par la commissaire Smith, appuyé par la commissaire Aguiar, que le Document de planification pour 2020-2021 soit adopté.

IT IS MOVED by Commissioner Smith, seconded by Commissioner Aguiar, that the Planning Document for 2020-2021 be adopted.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution B734-20191217

ADOPTION DE LA POLITIQUE RELATIVE À LA SÉCURITÉ DE L'INFORMATION

Resolution B734-20191217

ADOPTION OF THE POLICY ON THE SECURITY OF INFORMATION

CONSIDÉRANT que la Politique relative à la sécurité de l'information fut soumise pour fins de consultation du 18 octobre 2019 au 2 décembre 2019 ; ET

WHEREAS the Policy on the Security of Information has been the subject of consultation from October 18, 2019 to December 2, 2019; AND

CONSIDÉRANT que cette résolution a été révisée et approuvée par le comité exécutif ;

WHEREAS this resolution was reviewed and is supported by the Executive Committee;

IL EST PROPOSÉ par le commissaire Michaud, appuyé par le commissaire Horrell, que la Politique relative à la sécurité de l'information soit adoptée.

IT IS MOVED by Commissioner Michaud, seconded by Commissioner Horrell, that the Policy on the Security of Information be adopted.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution B735-20191217

ADOPTION DU CADRE ORGANISATIONNEL ET PLAN ANNUEL DE GESTION DES RISQUES EN MATIÈRE DE CORRUPTION ET DE COLLUSION DANS LES PROCESSUS DE GESTION CONTRACTUELLE - 2020-2021

Resolution B735-20191217

ADOPTION OF THE ORGANIZATIONAL FRAMEWORK AND ANNUAL PLAN FOR MANAGING THE RISKS OF CORRUPTION AND COLLUSION IN THE CONTRACT AWARDING PROCESS - 2020-2021

CONSIDÉRANT que la *Directive concernant la gestion des risques en matière de corruption et de collusion dans les processus de gestion contractuelle* (ci-après la « Directive ») prévoit que la Commission scolaire Riverside (ci-après la « CSR ») doit se doter d'un Cadre organisationnel de gestion des risques en matière de corruption et de

WHEREAS the *Directive concernant la gestion des risques en matière de corruption et de collusion dans les processus de gestion contractuelle* (hereinafter the "Directive") stipulates that Riverside School Board (hereinafter the "RSB") must implement an Organizational Framework for managing the risks of corruption and collusion in the contract

collusion dans les processus de gestion contractuelle (ci-après le « Cadre ») avant le 31 décembre 2019 ;

CONSIDÉRANT que la Directive prévoit que dans ce même délai, la CSR doit adopter un plan annuel de gestion des risques en matière de corruption et de collusion dans les processus de gestion contractuelle (ci-après le « Plan annuel de gestion des risques ») ;

CONSIDÉRANT que le cadre proposé pour la CSR a été élaboré sur la base du modèle fourni à tous les organismes publics par l'Unité permanente anticorruption (UPAC) ;

CONSIDÉRANT l'évaluation des risques en matière de corruption et de collusion dans les processus de gestion contractuelle effectuée en cohérence avec la démarche proposée par l'Unité permanente anticorruption (UPAC) ;

CONSIDÉRANT que la CSR est autorisée à prévoir un premier plan annuel d'une durée de dix-huit (18) mois, entrant en vigueur le 1^{er} janvier 2020 et arrivant à terme le 30 juin 2021 ;

CONSIDÉRANT qu'il appartient au conseil des commissaires d'adopter le Cadre et le Plan annuel ;

CONSIDÉRANT la recommandation du RARC ;

IL EST PROPOSÉ PAR la commissaire Capobianco Skipworth, appuyé par la commissaire Booth Morrison ;

1) d'**ADOPTER** le *Cadre organisationnel de gestion des risques en matière de corruption et de collusion dans les processus de gestion contractuelle*, tel que proposé ;

2) d'**ADOPTER** le *Plan annuel de gestion des risques en matière de corruption et de collusion dans les processus de gestion contractuelle – 2020-2021*, tel que proposé ;

awarding process (hereinafter the "Framework") prior to December 31, 2019;

WHEREAS the Directive states that, within that same timeframe, RSB must adopt an annual plan for risk management concerning corruption and collusion in the contract management processes (hereinafter the "Risk Management Plan");

WHEREAS the framework proposed for RSB has been developed based on the model provided to all public organizations by the *Unité permanente anticorruption* (UPAC);

WHEREAS the evaluation of the risks of corruption and collusion in the contract management processes has been done in accordance with the process proposed by the *Unité permanente anticorruption* (UPAC);

WHEREAS RSB has been authorized to provide an initial first annual plan covering eighteen (18) months, taking effect on January 1, 2020 and expiring on June 20, 2021;

WHEREAS the Council of Commissioners is responsible for adopting the Framework and the Annual Plan;

WHEREAS the RARC has issued its recommendation;

IT IS MOVED BY Commissioner Capobianco Skipworth, seconded by Commissioner Booth Morrison:

1) to **ADOPT** the Organizational Framework for Managing the Risks of Corruption and Collusion in the Contract Awarding Process, as proposed;

2) To **ADOPT** the Risk Management Plan Concerning Corruption and Collusion in the Contract Management Processes—2020-2021, as proposed;

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3) d'**AUTORISER** la personne responsable de l'application des règles contractuelles (RARC) à agir pour et au nom de la Commission scolaire dans la mise en œuvre de la présente décision, à signer et à transmettre au Secrétariat du Conseil du Trésor tout document requis à cette fin ; ET

3) To **AUTHORIZE** the Contract Rules Compliance Monitor (CRCM) to act for and on behalf of the school board in the implementation of this decision, to sign and forward to the *Secrétariat du Conseil du Trésor* all required documents for this purpose; AND

QU'une copie soit annexée au procès-verbal de cette séance.

THAT a copy be appended to the Minutes of this meeting.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution B736-20191217

ADOPTION DU MANDAT DU COMITÉ PARITAIRE DE L'ADAPTATION SCOLAIRE

Resolution B736-20191217

ADOPTION OF THE SPECIAL EDUCATION PARITY COMMITTEE MANDATE

IL EST PROPOSÉ par la commissaire Capobianco Skipworth, appuyé par la commissaire Courtney, que le mandat pour l'année 2019-2020 présenté par le comité paritaire de l'adaptation scolaire soit adopté.

IT IS PROPOSED by Commissioner Capobianco Skipworth, seconded by Commissioner Courtney, that the 2019-2020 mandate presented by the Special Education Parity Committee be adopted.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution B737-20191217

ADOPTION DU MANDAT DU COMITÉ CONSULTATIF DES SERVICES AUX ÉLÈVES HANDICAPÉS ET AUX ÉLÈVES EN DIFFICULTÉ D'ADAPTATION OU D'APPRENTISSAGE

Resolution B737-20191217

ADOPTION OF THE ADVISORY COMMITTEE FOR SERVICES TO STUDENTS WITH SPECIAL NEEDS MANDATE

IL EST PROPOSÉ par la commissaire Courtney, appuyé par le commissaire Craig, que le mandat pour l'année 2019-2020 présenté par le comité consultatif des services aux élèves handicapés et aux élèves en difficulté d'adaptation ou d'apprentissage soit adopté.

IT IS PROPOSED by Commissioner Courtney, seconded by Commissioner Craig, that the 2019-2020 mandate presented by the Advisory Committee for Services to Students with Special Needs be adopted.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution B738-20191217

ADOPTION DU MANDAT DU COMITÉ D'ÉDUCATION

Resolution B738-20191217

ADOPTION OF THE EDUCATION COMMITTEE MANDATE

IL EST PROPOSÉ par la commissaire Smith, appuyé par le commissaire Dionne, que le mandat pour l'année 2019-2020 présenté par le comité d'éducation soit adopté.

IT IS PROPOSED by Commissioner Smith, seconded by Commissioner Dionne, that the 2019-2020 mandate presented by the Education Committee be adopted.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

Résolution B739-20191217

ADOPTION DU RAPPORT ANNUEL 2018-2019

IL EST PROPOSÉ par la commissaire Dumont, appuyé par le commissaire Horrell, que le rapport annuel 2018-2019 soit adopté.

ADOPTÉE À L'UNANIMITÉ

Resolution B739-20191217

ADOPTION OF THE 2018 – 2019 ANNUAL REPORT

IT IS MOVED by Commissioner Dumont, seconded by Commissioner Horrell, that the Annual Report for 2018 – 2019 be adopted.

UNANIMOUS

Résolution HR569-20191217

ADOPTION DU PLAN DE REGROUPEMENT POUR LE PRIMAIRE, LE SECONDAIRE ET L'ÉDUCATION DES ADULTES ET LA FORMATION PROFESSIONNELLE

CONSIDÉRANT que cette résolution a été révisée et appuyée par le comité des ressources humaines ;

CONSIDÉRANT que le Syndicat de l'enseignement de Riverside a été consulté et est en accord avec les plans proposés ;

IL EST PROPOSÉ par la commissaire Dumont, appuyé par la commissaire Capobianco Skipworth, que le conseil des commissaires adopte le Plan de regroupement des enseignants pour 2020-2021, dans le but d'identifier les enseignants devant être déclarés en surplus, en disponibilités ou non réengagés pour raison de surplus, préparé conformément à l'annexe II de la Convention collective des enseignants 2015-2020 ;

DE PLUS, qu'une copie de ces plans soit annexée et fasse partie intégrante du présent procès-verbal.

ADOPTÉE À L'UNANIMITÉ

Resolution HR569-20191217

ADOPTION OF THE REGROUPMENT PLAN FOR ELEMENTARY, SECONDARY AND ADULT EDUCATION AND VOCATIONAL TRAINING

WHEREAS this resolution was reviewed and is supported by the Human Resources Committee;

WHEREAS Riverside Teachers' Union has been consulted and is in agreement with the proposed plans;

IT IS MOVED by Commissioner Dumont, seconded by Commissioner Capobianco Skipworth, that Council of Commissioners adopt the Regroupment Plan for Teachers for 2020-2021, for the purpose of identifying the teachers to be declared excess, placed on availability or non-re-engaged because of surplus, which has been prepared according to the provisions of Appendix II of the 2015-2020 teachers' Collective Agreement;

FURTHERMORE, that a copy of these plans be filed with and made a part of the official copy of the minutes of this meeting.

UNANIMOUS

Résolution B740-20191217

RÉCEPTION DU RAPPORT ANNUEL SOUMIS PAR LE COMMISSAIRE À L'ÉTHIQUE POUR L'ANNÉE 2018-2019

CONSIDÉRANT que le commissaire à l'éthique a remis son Rapport annuel pour l'année 2018-2019 ;

Resolution B740-20191217

RECEIPT OF THE ANNUAL REPORT SUBMITTED BY THE ETHICS OFFICER FOR THE YEAR 2018-2019

WHEREAS the Ethics Officer has submitted his Annual Report for the year 2018-2019;

IL EST PROPOSÉ par le commissaire Michaud, et appuyé par le commissaire Mazur, que le Rapport annuel soumis par le commissaire à l'éthique pour l'année 2018-2019 soit reçu.

IT IS MOVED by Commissioner Michaud, and seconded by Commissioner Mazur, that the Annual Report submitted by the Ethics Officer for the year 2018-2019 be received.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution E170-20191217

DEMANDE D'AUTORISATION PERMANENTE AFIN D'OFFRIR LE PROGRAMME DE FORMATION PROFESSIONNELLE DVS MARINE MECHANICS # 1750 COMMENÇANT L'ANNÉE SCOLAIRE 2021-2022

Resolution E170-20191217

REQUEST FOR THE PERMANENT AUTHORIZATION TO OFFER THE VOCATIONAL EDUCATION PROGRAM DVS MARINE MECHANICS #1750 STARTING IN THE 2021-2022 SCHOOL YEAR

CONSIDÉRANT que la Commission scolaire Riverside demande à offrir ce programme national en anglais sur son territoire à compter de 2021-2022 ;

WHEREAS Riverside School Board is requesting to offer this national program in English on its territory as of 2021-2022;

CONSIDÉRANT que ce programme fait partie du secteur transport ;

WHEREAS this program is associated with the transportation sector;

CONSIDÉRANT que la Commission scolaire Riverside désire diversifier son offre de service à la communauté anglophone sur son territoire;

WHEREAS Riverside School Board is seeking to diversify the services offered to the Anglophone community on its territory;

CONSIDÉRANT qu'un nouveau port sera construit à Contrecoeur sur le territoire de la MRC Marguerite d'Youville et de la Commission scolaire Riverside ;

WHEREAS a new port will be built in Contrecoeur on the territory of the MRC Marguerite d'Youville and of Riverside School Board;

CONSIDÉRANT qu'une seule commission scolaire offre ce programme en français dans la province de Québec et que l'adéquation-formation-emploi démontre un besoin équilibré de travailleurs qualifiés dans ce domaine à ce jour ;

WHEREAS only one School Board offers this program in French in the Province of Québec, and *l'adéquation-formation-emploi* demonstrates a balanced need of qualified workers in this field to date;

CONSIDÉRANT qu'il y aura une forte demande de travailleurs dans ce domaine lorsque le nouveau port sera opérationnel ;

WHEREAS there will be a high demand for workers in this field once the new port is operational;

CONSIDÉRANT que l'Étude d'impact environnemental de SNC-Lavalin prévoit que la création d'emplois est estimée à 1 000 emplois par année pendant la phase d'exploitation du port ;

WHEREAS the SNC-Lavalin *Étude d'impact environmental* predicts that job creation is estimated at 1,000 jobs per year during the port's operating phase;

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CONSIDÉRANT que les perspectives professionnelles d'emploi 2017-2021 de Services Québec sont bonnes dans ce domaine au Québec ;

WHEREAS the 2017-2021 professional job prospects of *Services Québec* are good in this domain in Québec;

CONSIDÉRANT que ce programme permettrait d'atteindre les objectifs du Plan d'engagement vers la réussite de la Commission scolaire Riverside ;

WHEREAS this program would help meet the goals of Riverside School Board's Commitment-to-Success Plan;

CONSIDÉRANT que la Commission scolaire Riverside a déposé, en 2016, une demande de construction d'un nouveau centre d'expertise en transport ;

WHEREAS Riverside School Board, in 2016, deposited a request for the construction of a new Centre for Transportation Expertise;

CONSIDÉRANT que ce programme serait complémentaire au programme déjà offert par la Commission scolaire Riverside, *DVS Automobile Mechanics*, et le programme demandé en 2016, *DVS Heavy Vehicle Mechanics* ;

WHEREAS this program would complement the program already offered by Riverside School Board, *DVS Automobile Mechanics*, and the program requested in 2016, *DVS Heavy Vehicle Mechanics*;

IL EST PROPOSÉ par la commissaire Smith, appuyé par le commissaire Dionne, que la Commission scolaire Riverside demande au ministère de l'Éducation et de l'Enseignement supérieur l'autorisation permanente afin d'offrir le programme *DVS Marine Mechanics # 1750* à compter de l'année scolaire 2021-2022.

IT IS MOVED by Commissioner Smith, seconded by Commissioner Dionne, that Riverside School Board request from the *Ministère de l'Éducation et de l'Enseignement supérieur* the permanent authorization to offer the program *DVS Marine Mechanics #1750* starting in the 2021-2022 school year.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution E171-20191217

DEMANDE D'AUTORISATION PERMANENTE AFIN D'OFFRIR LE PROGRAMME DE FORMATION PROFESSIONNELLE DVS MATELOTAGE # 5365 COMMENÇANT L'ANNÉE SCOLAIRE 2021-2022

Resolution E171-20191217

REQUEST FOR THE PERMANENT AUTHORIZATION TO OFFER THE VOCATIONAL EDUCATION PROGRAM DVS MATELOTAGE (ENGLISH) #5365 STARTING IN THE 2021-2022 SCHOOL YEAR

CONSIDÉRANT que la Commission scolaire Riverside demande à offrir le programme national *DVS Matelotage #5365* en anglais, sur son territoire, à compter de l'année scolaire 2021-2022 ;

WHEREAS Riverside School Board is requesting to offer the *DVS Matelotage #5365* national program in English, on its territory, as of the 2021-2022 school year;

CONSIDÉRANT que ce programme fait partie du secteur transport ;

WHEREAS this program is associated with the transportation sector;

CONSIDÉRANT que la Commission scolaire Riverside désire diversifier son offre de service à la communauté anglophone sur son territoire ;

WHEREAS Riverside School Board is seeking to diversify the services offered to the Anglophone community on its territory;

CONSIDÉRANT qu'un nouveau port sera construit à Contrecoeur sur le territoire de la MRC Marguerite d'Youville et de la Commission scolaire Riverside ;

WHEREAS a new port will be built in Contrecoeur on the territory of the MRC Marguerite d'Youville and of Riverside School Board;

CONSIDÉRANT qu'une seule commission scolaire offre ce programme en français dans la province de Québec, et que l'adéquation-formation-emploi démontre un besoin équilibré de travailleurs qualifiés dans ce domaine à ce jour ;

WHEREAS only one School Board offers this program in French in the Province of Québec, and *l'adéquation-formation-emploi* demonstrates a balanced need of qualified workers in this field to date;

CONSIDÉRANT qu'il y aura une forte demande de travailleurs dans ce domaine lorsque le nouveau port sera opérationnel ;

WHEREAS there will be a high demand of workers in this field once the new port is operational;

CONSIDÉRANT que l'Étude d'impact environnemental de SNC-Lavalin prévoit que la création d'emplois est estimée à 1 000 emplois par année pendant la phase d'exploitation du port ;

WHEREAS the SNC Lavalin *Étude d'impact environmental* predicts that job creation is estimated at 1,000 jobs per year during the port's operating phase;

CONSIDÉRANT que les perspectives professionnelles d'emploi 2017-2021 de Services Québec sont bonnes dans ce domaine au Québec ;

WHEREAS the 2017-2021 professional job prospects of *Services Québec* are good in this field in Québec;

CONSIDÉRANT que ce programme permettrait d'atteindre les objectifs du Plan d'engagement vers la réussite de la Commission scolaire Riverside ;

WHEREAS this program would help meet the goals of Riverside School Board's Commitment-to-Success Plan;

CONSIDÉRANT que la Commission scolaire Riverside a déposé en 2016, une demande de construction d'un nouveau centre d'expertise en transport ;

WHEREAS Riverside School Board deposited a request in 2016 for the construction of a new Centre for Transportation Expertise;

CONSIDÉRANT que ce programme serait complémentaire au programme déjà offert par la commission scolaire Riverside, *DVS Stationary Engine Mechanics*, et le programme *DVS Trucking* offert en partenariat avec la Commission scolaire de la Rivière-du-Nord ;

WHEREAS this program would complement the program already offered by Riverside School Board, *DVS Stationary Engine Mechanics*, and the program, *DVS Trucking*, offered in partnership with *Commission scolaire de la Rivière-du-Nord*;

IL EST PROPOSÉ par la commissaire Smith, appuyé par le commissaire Dionne, que la Commission scolaire Riverside demande au ministère de l'Éducation et de l'Enseignement supérieur l'autorisation permanente afin d'offrir le programme Matelotage (anglais) # 5365 pour l'année scolaire 2021-2022.

IT IS MOVED by Commissioner Smith, seconded by Commissioner Dionne, that Riverside School Board request from the *Ministère de l'Éducation et de l'Enseignement supérieur* the permanent authorization to offer the program DVS *Matelotage* (English) #5365 starting in the 2021-2022 school year.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution F244-20191217

CHANGEMENT DE LA STRUCTURE DE DÉTENTION DES ACTIONS DU CAPITAL-ACTIONS POUR LES ENTREPRISES RAYMOND ROBILLARD INC.

CONSIDÉRANT que la Commission scolaire Riverside a accordé à *Les entreprises Raymond Robillard inc.* un contrat pour le transport d'écoliers par autobus pour une durée de cinq (5) ans, de 2017-2018 à 2021-2022, et ce en vertu de la résolution F201-20170619 ;

CONSIDÉRANT que l'actionnaire principal de la firme *Les entreprises Raymond Robillard inc.* désire transférer la totalité de ses actions dans ladite entreprise, soit 80 % des actions du capital-actions à la société de gestion 9407-4309 Québec inc. détenue par Lorraine Robillard et Audrey Robillard, dans une proportion respective de 37,50 % et de 62,50 %, et ce, à compter du 1^{er} novembre 2019 ;

CONSIDÉRANT que, pour le moment, Lorraine Robillard détient déjà 20 % du capital-actions de *Les Entreprises Raymond Robillard inc.*, qu'elle agit à titre de directrice des opérations de la compagnie et gère essentiellement le contrat de transport ci-haut mentionné et qu'elle continuera de le faire conjointement avec Audrey Robillard après ce changement ;

CONSIDÉRANT qu'à la suite de ces changements, Lorraine Robillard et Audrey Robillard détiendront, directement ou indirectement, respectivement 50 % chacune

Resolution F244-20191217

CHANGES TO THE SHAREHOLDERS' SHARE CAPITAL SHAREHOLDING STRUCTURE FOR LES ENTREPRISES RAYMOND ROBILLARD INC.

WHEREAS Riverside School Board has awarded to the firm *Les entreprises Raymond Robillard inc.* a contract for the bus transportation of students for a period of five (5) years from 2017-2018 to 2021-2022, as per resolution F201-20170619;

WHEREAS the principal shareholder of *Les entreprises Raymond Robillard inc.* wishes to transfer all of its shares in this company, namely 80% of the share capital to the holding company 9407-4309 Québec inc. held by Lorraine Robillard and Audrey Robillard, respectively in a proportion of 37.50% and 62.50%, effective as of November 1, 2019;

WHEREAS, at the present time, Lorraine Robillard already owns 20% of the shares held in the share capital of *Les entreprises Raymond Robillard inc.*, and acts as the company's Director of Operations and essentially manages the above-mentioned transportation contract and that she will jointly continue do so with Audrey Robillard after this change;

WHEREAS following these changes, Lorraine Robillard and Audrey Robillard will, directly or indirectly, respectively own 50% of the share



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du capital-actions de Les entreprises
Raymond Robillard inc. ;

capital of *Les entreprises Raymond Robillard
inc.*;

CONSIDÉRANT que ce changement dans le
capital-actions requiert l'approbation de la
Commission scolaire Riverside ;

WHEREAS the change in the share capital
requires the approval of Riverside School
Board;

CONSIDÉRANT que le comité consultatif de
transport a révisé et appuie la présente
demande de la part de ladite compagnie ;

WHEREAS the Transportation Advisory
Committee has reviewed and supports this
request from said company;

IL EST PROPOSÉ par le commissaire Craig,
appuyé par le commissaire Michaud, que la
Commission scolaire Riverside donne son
accord au changement proposé dans la
structure du capital-actions.

IT IS MOVED by Commissioner Craig,
seconded by Commissioner Michaud, that
Riverside School Board agrees with the
proposed change in the share capital's
structure.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution F245-20191217

**RENOUVELLEMENT DE CONTRATS DE
TRANSPORT SCOLAIRE EN BERLINES
POUR UNE PÉRIODE D'UN (1) AN À
COMPTER DE L'ANNÉE SCOLAIRE 2019-
2020**

Resolution F245-20191217

**RENEWAL OF SCHOOL BERLINE
CONTRACTS FOR A ONE-YEAR (1)
PERIOD BEGINNING WITH THE 2019-2020
SCHOOL YEAR**

CONSIDÉRANT que le règlement visant le
transport scolaire des élèves autorise les
commissions scolaires à négocier et à
renouveler les contrats avec les entreprises de
berlines qui avaient un contrat de transport
l'année précédente (2018-2019) ;

WHEREAS the Regulation respecting Student
Transportation allows school boards to
negotiate and renew berline contracts with
companies that were under contract during the
previous school year (2018-2019);

CONSIDÉRANT que la Commission scolaire
Riverside a alloué au budget du transport les
fonds suffisants pour couvrir ces coûts ;

WHEREAS Riverside School Board has
allocated sufficient funds to the Transportation
budget to cover such costs;

CONSIDÉRANT que le comité consultatif de
transport recommande que les contrats
suivants soient accordés pour une période
d'un (1) an;

WHEREAS the Transportation Advisory
Committee recommends the following
contracts be awarded for one (1) year;

Transport Sco Bec : 2 berlines
Prix : 71 591,90 \$

Transport Sco Bec : 2 berlines
Price : \$71,591.90

Transport Excell : 3 berlines
Prix : 107 387,87 \$

Transport Excell : 3 berlines
Price : \$107,387.87

Total : 178 979,77 \$ (taxes en sus)

Total : \$178,979.77 (plus applicable taxes)

IL EST PROPOSÉ par le commissaire Craig, appuyé par le commissaire Dionne, que les contrats de transport scolaire en berlines mentionnés ci-haut soient accordés pour une période d'un (1) an à compter de l'année scolaire 2019-2020 (du 15 août 2019 au 1^{er} juillet 2020), et se terminant à la fin de l'année scolaire 2019-2020 : ET

IT IS MOVED by Commissioner Craig, seconded by Commissioner Dionne, that the berline contracts mentioned above, be awarded for a one-year (1) period beginning with the 2019-2020 school year (August 15, 2019 to July 1, 2020), and ending at the close of the 2019-2020 school year: AND

QUE le président et le directeur général soient mandatés à signer les contrats.

THAT the Chairman and the Director General be mandated to sign the contracts.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution F246-20191217

AUTORISATION DE LA CESSION D'UN CIRCUIT DE TRANSPORT SCOLAIRE EN BERLINE PAR LES AUTOBUS BEAUREGARD À TRANSPORT EXCELL

Resolution F246-20191217

APPROVAL OF THE TRANSFER OF A SCHOOL BERLINE ROUTE CONTRACT FROM LES AUTOBUS BEAUREGARD TO TRANSPORT EXCELL

CONSIDÉRANT que *Les autobus Beauregard* a fait une demande d'autorisation pour céder un (1) de ses deux (2) circuits de transport par berline, soit le circuit numéro 2 à *Transport Excell* et, ce en date du 18 décembre 2019 ;

WHEREAS *Les autobus Beauregard* has requested approval for the transfer of one (1) of its two (2) berline routes namely route bearing number 2 to *Transport Excell*, effective December 18, 2019;

CONSIDÉRANT que *Les autobus Beauregard* est liée à la Commission scolaire Riverside en vertu d'un contrat de transport par berline d'une durée de cinq (5) ans (2017-2018 à 2021-2022)) pour une somme totalisant soixante-huit mille neuf cents dollars et quarante-quatre sous (68 900,44 \$, dont trente-cinq mille sept cent quatre-vingt-quinze dollars et quatre-vingt-seize sous par année (35 795,96 \$ - montant indexé) pour le circuit numéro 2 ;

WHEREAS *Les autobus Beauregard* currently holds a five (5) year berline contract (2017-2018 to 2021-2022) with Riverside School Board, at a total cost of sixty-eight thousand nine hundred dollars and forty-four cents (\$68,900,44) where thirty-five thousand seven hundred and ninety-five dollars and ninety-six cents per year (\$35,795.96 - indexed amount); for bus route bearing number 2;

CONSIDÉRANT que la section XXI, clause 44 du contrat stipule que :

WHEREAS section XXI, clause 44 of the contract states that:

L'entreprise de transport (*Les autobus Beauregard*) ne peut ni céder, ni transférer, ni aliéner de quelque façon que ce soit, en tout ou en partie, directement ou indirectement, le présent contrat sans l'accord écrit préalable de la Commission scolaire Riverside. Si l'entreprise de transport est incorporée, tout changement dans le contrôle majoritaire du

The transportation company (*Les autobus Beauregard*) cannot grant, transfer, alienate in any way, in whole or in part, directly or indirectly, the present contract without prior written notice from Riverside School Board. If the transportation company is incorporated, any change in the majority capital stocks must be previously authorized in writing by

capital-actions doit être préalablement autorisé par écrit par la Commission scolaire Riverside étant entendu que la Commission scolaire Riverside ne peut retenir son autorisation sans motif raisonnable ;

CONSIDÉRANT que *Transport Excell* a présentement des contrats de transport par berlines avec la Commission scolaire Riverside et qu'elle reçoit un bon service ;

CONSIDÉRANT que le comité consultatif de transport a révisé et accepté cette résolution ;

IL EST PROPOSÉ par la commissaire Lesley Cuffling, appuyé par le/la commissaire Chris Craig, que la Commission scolaire Riverside approuve la cession d'un (1) contrat de berline de *Les autobus Beauregard* à *Transport Excell*.

Riverside School Board with that being understood Riverside School Board cannot withhold its authorization without reasonable grounds.

WHEREAS *Transport Excell* presently holds berline transportation contracts with Riverside School Board and that it is receiving a good service;

WHEREAS this resolution has been reviewed and is supported by the Transportation Advisory Committee;

IT IS MOVED by Commissioner Lesley Cuffling, seconded by Commissioner Chris Craig, that Riverside School Board approve the transfer of one (1) berline contract from *Les autobus Beauregard* to *Transport Excell*.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution F247-20191217

AUTORISATION DE LA CESSION DE DEUX (2) CONTRATS DE TRANSPORT SCOLAIRE EN AUTOBUS PAR B.E. GRISÉ TRANSPORT INC. À LES AUTOBUS ROBERT LTÉE

CONSIDÉRANT que *B.E. Grisé Transport inc.* a fait une demande d'autorisation pour céder deux (2) de ses huit (8) circuits de transport scolaire, soit les circuits numéros 29 et 31, à *Les Autobus Robert Ltée* et qui prendra effet rétroactivement au 9 décembre 2019 ;

CONSIDÉRANT que *B. E. Grisé Transport inc.* est liée à la Commission scolaire Riverside en vertu d'un contrat de transport par autobus d'une durée de cinq (5) ans (2017-2018 à 2021-2022) pour une somme totalisant cinq cent vingt-neuf mille sept cent trente-six dollars et quatre-vingt-huit sous (529 736,88 \$) dont cent trente-sept mille six cent sept dollars et cinquante-deux sous par année (137 607,52 \$ - montant indexé); pour les circuits numéros 29 et 31 ;

Resolution F247-20191217

APPROVAL OF THE TRANSFER OF TWO (2) SCHOOL TRANSPORTATION CONTRACTS FROM B.E. GRISÉ TRANSPORT INC. TO LES AUTOBUS ROBERT LTÉE

WHEREAS *B.E. Grisé Transport inc.* has requested approval for the transfer of two (2) of its eight (8) bus routes, bearing numbers 29 and 31, to *Les Autobus Robert Ltée*, and which will take effect retroactively on December 9, 2019;

WHEREAS *B.E. Grisé Transport inc.* is currently bound by a five (5) year agreement with Riverside School Board for a bus contract for a five-year period (2017-2018 to 2021-2022) at a total cost of five hundred twenty-nine thousand seven hundred and thirty-six dollars and eighty-eight cents (\$529,736.88), where one hundred thirty-seven thousand six hundred and seven dollars and fifty-two cents per year (\$137,607.52 - indexed amount); for bus routes bearing numbers 29 and 31;

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CONSIDÉRANT que la section XXI, clause 44 du contrat stipule que :

L'entreprise de transport (*B.E. Grisé Transport inc.*), ne peut ni céder, ni transférer, ni aliéner de quelque façon que ce soit, en tout ou en partie, directement ou indirectement, le présent contrat sans l'accord écrit préalable de la Commission scolaire Riverside. Si l'entreprise de transport est incorporée, tout changement dans le contrôle majoritaire du capital-actions doit être préalablement autorisé par écrit par la Commission scolaire Riverside étant entendu que la Commission scolaire Riverside ne peut retenir son autorisation sans motif raisonnable ;

CONSIDÉRANT que *Les Autobus Robert Ltée* a présentement des contrats de transport par autobus avec la Commission scolaire Riverside ;

CONSIDÉRANT que le comité consultatif de transport a révisé et accepté cette résolution ;

IL EST PROPOSÉ par le commissaire Craig, appuyé par la commissaire Llewelyn Cuffling, que la Commission scolaire Riverside approuve la cession de deux (2) contrats d'autobus de *B.E. Grisé Transport inc.* à *Les Autobus Robert Ltée*.

ADOPTÉE À L'UNANIMITÉ

Résolution F248-20191217

NOMINATION DES VÉRIFICATEURS EXTERNE POUR LES EXERCICES FINANCIERS 2019-2020, 2020-2021 ET 2021-2022

CONSIDÉRANT que conformément à l'article 284 de la Loi sur l'instruction publique, une commission scolaire doit retenir les services d'une firme de vérification externe pour ses vérifications annuelles ;

CONSIDÉRANT qu'un appel d'offres publique a été fait demandant des prix pour les trois prochains exercices financiers : 2019-2020, 2020-2021 et 2021-2022 ;

WHEREAS section XXI, clause 44 of the contract states that :

The transportation company (*B.E. Grisé Transport inc.*) cannot grant, transfer, alienate in any way, in whole or in part, directly or indirectly, the present agreement without prior written notice from Riverside School Board. If the transportation company is incorporated, any change in the majority share capital must be previously authorized in writing by Riverside School Board with that being understood Riverside School Board cannot withhold its authorization without reasonable grounds.

WHEREAS *Les Autobus Robert Ltée* presently holds bus transportation contracts with Riverside School Board;

WHEREAS this resolution has been reviewed and is supported by the Transportation Advisory Committee;

IT IS MOVED by Commissioner Craig, seconded by Commissioner Llewelyn Cuffling, that Riverside School Board approve the transfer of two (2) bus contracts from *B.E. Grisé Transport inc.* to *Les Autobus Robert Ltée*.

UNANIMOUS

Resolution F248-20191217

APPOINTMENT OF EXTERNAL AUDITORS FOR THE 2019-2020, 2020-2021 AND 2021-2022 FISCAL YEARS

WHEREAS School Boards must retain the services of an external audit firm for its annual audits according to Section 284 of the Education Act;

WHEREAS a public call for tender was made requesting prices for the next three fiscal years: 2019-2020, 2020-2021 and 2021-2022;

CONSIDÉRANT les résultats suivants obtenus :

WHEREAS the results of the call for tenders are as follows:

Labranche Therrien Daoust Lefrançois inc. :
Total : 102 300 \$

Labranche Therrien Daoust Lefrançois Inc.:
Total: \$102,300

Deloitte S.E.N.C.R.L./s.r. l. :
Total: 104 500 \$

Deloitte S.E.N.C.R.L./s.r.l.:
Total: \$104,500

Raymond Chabot Grant Thornton & Cie
S.E.N.C.R.L. :
Total : s.o.

Raymond Chabot Grant Thornton & Cie
S.E.N.C.R.L.:
Total: N/A

CONSIDÉRANT que suite à l'analyse des soumissions faite, le plus bas soumissionnaire jugé conforme ;

WHEREAS further to the analysis done, the lowest bidder has been recommended;

CONSIDÉRANT que cette résolution a été révisée et a reçu l'appui du comité des finances et de vérification ;

WHEREAS this resolution was reviewed and is supported by the Finance and Audit Committee;

IL EST PROPOSÉ par le commissaire Michaud, appuyé par le commissaire Mazur, que la firme Labranche Therrien Daoust Lefrançois inc. soit nommée vérificateur externe de la Commission scolaire Riverside pour les exercices financiers 2019-2020, 2020-2021 et 2021-2022.

IT IS MOVED by Commissioner Michaud, and seconded by Commissioner Mazur, that the accounting firm *Labranche Therrien Daoust Lefrançois inc.* be appointed external auditors of Riverside School Board for the 2019-2020, 2020-2021 and 2021-2022 fiscal years.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

CORRESPONDANCE/CORRESPONDENCE

Il n'y a pas de correspondance./There was no correspondence.

QUESTIONS DU PUBLIC 20 h 45
Aucune

QUESTIONS FROM THE PUBLIC 8:45 p.m.
None

BRAVOS

BRAVOS

Commissaire Horrell : Fait mention du spectacle donné par « Da Bomb » à l'école secondaire régionale Héritage.

Commissioner Horrell: Mentioned the show put on at Heritage Regional High School by "Da Bomb".

Commissaire Dumont : Fait mention de la gratitude exprimée par un élève réintégré.

Commissioner Dumont: Mentioned gratitude expressed by a student who was reintegrated.

Commissaire Capobianco Skipworth : Félicitations à Martine Tremblay, conseillère

Commissioner Capobianco Skipworth: Congratulated Martine Tremblay,

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

en communication, pour la page Facebook de la Commission scolaire Riverside.

Commissaire Michaud : Félicitations à M^{me} Elizabeth Urbanowicz, qui enseigne la musique à l'école Saint-Johns.

Commissaire Smith :

- Nous informe qu'un élève siège désormais au comité du programme PACE;
- Une subvention a été obtenue pour faciliter la recherche d'emploi par les élèves du programme PACE;
- L'école REACH tient son concert de Noël à l'école secondaire régionale Centennial.

Commissaire Aguiar : Remerciements à Vicki Roach, directrice de l'école St. Mary's, pour l'utilisation de son bureau pour préparer les paniers de Noël.

Commissaire Gour : Remerciements au service de la technologie pour son aide technologique.

VARIA

Aucun.

LEVÉE DE LA SÉANCE :

Il PROPOSÉ par la commissaire Courtney, appuyé par le commissaire Horrell, que la séance soit levée à 20 h 53.

DATE DE LA PROCHAINE SÉANCE ORDINAIRE :

La prochaine réunion du conseil des commissaires aura lieu le 18 février 2020.

Communications Officer, for Riverside School Board's Facebook page.

Commissioner Michaud: Congratulated the music teacher at St. Johns School, Mrs. Elizabeth Urbanowicz.

Commissioner Smith:

- Said that there is now a student on the PACE Committee;
- A grant was obtained to help find jobs for the students at PACE;
- REACH School is having its Holiday concert at Centennial Regional High School.

Commissioner Aguiar: Thanked Vicki Roach, Principal of St. Mary's School, for the use of her office to prepare the Christmas baskets.

Commissioner Gour: Thanked the Technology Department for their help with technology.

OTHER BUSINESS

None.

CLOSING:

IT IS MOVED by Commissioner Courtney, seconded by Commissioner Horrell, at 8:53 p.m. that the meeting be closed.

DATE OF NEXT REGULAR MEETING:

The next Regular Meeting of the Council of Commissioners will take place on February 18, 2020.

(S) Dan Lamoureux

Dan Lamoureux, président/Chairman

(S) John McLaren

John McLaren, secrétaire général/Secretary General

Members are hereby convened to a **regular** meeting on
December 17, 2019 at 7:30 p.m. at the Administration Centre
7525, chemin de Chambly, St-Hubert, QC

AGENDA – REGULAR MEETING

1. Call to Order and Quorum
2. Statement of the Council of Commissioners
3. Adoption of the Agenda
4. Approval of Minutes
 - Adoption of the Minutes of the regular meeting of November 19, 2019
 - Business arising from the Minutes of the regular meeting of November 19, 2019
5. Questions from the Public – 30 minutes
6. Chairman's Report
7. Director General's Report
8. Parent Committee Report
9. Special Needs Advisory Report
10. Committee Reports

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|-------------------------------------|----------------------------|
| 10.1 Executive | 10.5 Governance and Ethics |
| 10.2 Transportation | 10.6 Human Resources |
| 10.3 Education | 10.7 Communications |
| 10.4 Audit (Finance/Mat. Resources) | 10.8 Q.E.S.B.A. |
11. Resolutions
 - Deposit for Consultation of the Policy on Field Trips and Athletic Events
 - Deposit for Consultation of the Policy on Daycare Services
 - Deposit for Consultation of the 2020-2021 School Calendar for the Youth Sector
 - Deposit for Consultation of the 2021-2022 Partial School Calendar for the Youth Sector
 - Adoption of the 2020-2021 Planning Document
 - Adoption of the Policy on the Security of Information
 - Adoption of the Organizational Framework and Annual Plan for Managing the Risks of Corruption and Collusion in the Contract Awarding Process – 2021-2021
 - Adoption of the Special Education Parity Committee Mandate
 - Adoption of the Advisory Committee for Services to Students with Special Needs Mandate
 - Adoption of the Education Committee Mandate
 - Adoption of the 2018-2019 Annual Report
 - Adoption of the Regroupment Plan for Elementary, Secondary and Adult Education
 - Receipt of the Annual Report submitted by the Ethics Officer for the year 2018-2019
 - Request for the Permanent Authorisation to Offer the Vocational Education Program DVS Marine Mechanics #1750 Starting in the 2021-2022 School Year
 - Request for the Permanent Authorisation to Offer the Vocational Education Program DVS Marine Vessel Mechanics Technician #5365 Starting in the 2021-2022 School Year
 - Changes to the Shareholders' Share Capital Shareholding Structure for *Les entreprises Raymond Robillard inc.*
 - Renewal of School Berline Contracts for a One-Year Period Beginning with the 2019-2020 School Year
 - Approval of the Transfer of One (1) School Berline Contract from *Les autobus Beauregard* to *Transport Excell*
 - Approval of the Transfer of Two (2) School Transportation Contracts from *B.E. Grisé transport inc.* to *Les autobus Robert Itée*
 - Appointment of External Auditors for the 2019-2020, 2020-2021 and 2021-2022 Fiscal Years
12. Correspondence
13. Questions from the Public – 20 minutes
14. Bravos (2 minutes per member)
15. Other Business
16. Close of Meeting
17. Date of Next Regular Meeting: **February 18, 2020 at 7:30 p.m.**

Given at Saint-Hubert, Québec on December 13, 2019



John McLaren, Secretary General

Convocation à une séance **ordinaire** du conseil qui aura lieu
Le 17 décembre 2019 à 19 h 30 au centre administratif,
7525, chemin de Chambly, Saint-Hubert, Québec

PROJET D'ORDRE DU JOUR – SÉANCE ORDINAIRE

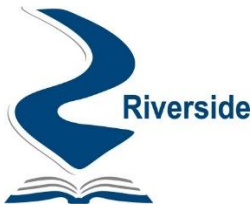
1. Ouverture de la séance
2. Déclaration du Conseil des commissaires
3. Adoption de l'ordre du jour
4. Approbation du procès-verbal
 - Approbation du procès-verbal de la séance ordinaire du 19 novembre 2019
 - Suivi de la séance ordinaire du 19 novembre 2019
5. Période de questions du public – 30 minutes
6. Rapport du président
7. Rapport du directeur général
8. Rapport du comité de parents
9. Rapport du comité EHDAA
10. Rapport des comités

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|---|-----------------------------|
| 10.1 Exécutif | 10.5 Gouvernance et éthique |
| 10.2 Transport | 10.6 Ressources humaines |
| 10.3 Éducation | 10.7 Communications |
| 10.4 Vérification (Finances/Ressources ma | 10.8 ACSAQ |
11. Résolutions
 - Dépôt pour fins de consultation de la Politique régissant les sorties scolaires et les déplacements pour des événements sportifs
 - Dépôt pour fins de consultation de la Politique des services de garde en milieu scolaire
 - Dépôt aux fins de consultation du Calendrier scolaire 2020-2021 pour le secteur jeune
 - Dépôt aux fins de consultation du calendrier scolaire partiel 2020-2021 pour le secteur jeune
 - Adoption du Document de planification 2020-2021
 - Adoption de la Politique relative à la sécurité de l'information
 - Adoption du Cadre organisationnel et Plan annuel de gestion des risques en matière de corruption et de collusion dans les processus de gestion contractuelle - 2020-2021
 - Adoption du mandat du comité paritaire de l'adaptation scolaire
 - Adoption du mandat du comité d'éducation
 - Adoption du Rapport annuel 2018-2019
 - Adoption du Plan de regroupement pour le primaire, le secondaire et l'éducation des adultes et la formation professionnelle
 - Réception du Rapport annuel soumis par le commissaire à l'éthique pour l'année 2018-2019
 - Demande d'autorisation permanente afin d'offrir le programme de formation professionnelle *DVS Marine Mechanics #1750* commençant l'année scolaire 2021-2022
 - Demande d'autorisation permanente afin d'offrir le programme de formation professionnelle *DVS Marine Mechanics Technician #5365* commençant l'année scolaire 2021-2022
 - Changement de la structure de détention des actions du capital-actions pour Les entreprises Raymond Robillard inc.
 - Renouvellement de contrats de transport scolaire en berlines pour une période d'un (1) an à compter de l'année scolaire 2019-2020
 - Autorisation de la cession d'un circuit de transport scolaire en berline par Les autobus Beauregard à *transport Excell*
 - Autorisation de la cession de deux (2) contrats de transport scolaire en autobus par B.E. Grisé transport inc. à Les autobus Robert Itée
 - Nomination des vérificateurs externe pour les exercices financiers 2019-2020, 2020-2021 et 2021-2022
12. Correspondance
13. Période de questions du public – 20 minutes
14. Bravos (2 minutes par membre)
15. Varia
16. Clôture
17. Date de la prochaine session ordinaire du Conseil : **18 février 2020 à 19 h 30.**

Donné à Saint-Hubert (Québec) 13 décembre 2019



John McLaren, Secretary General



Policy on Field Trips and Trips for Athletic Events

Purpose

The intent of this policy is to clarify the role and responsibility of ~~Riverside School Board- schools and centres~~ the schools and centres of Riverside School Board with respect to field trips and trips for athletic events.

General

1. A field trip is any activity held away from the school, organized for a social, recreational, educational, cultural or athletic purpose by a staff member, or any other person authorized by the school or centre administration, and involving Riverside students who must leave the school or centre premises, during or outside of a regular school day.
2. According to the Education Act, all field trips, recommended by the school administration, must first be approved by the Governing Board of the school or centre. Field trips should may be presented to the Governing Board with in a yearly plan, ~~but may be presented or~~ on an individual basis. In the case of short outings within walking distance of the school, these outings should be approved by the Governing Board, through the general consent form, adopted by the Governing Board and developed for such outings. The school or centre must inform parents or guardians of the ~~reasons, nature,~~ details of all field trips including the purpose, type of activities, itinerary and cost ~~of all field trips.~~
3. Parents or guardians must give their written permission for their minor son or daughter to participate in a field trip. This permission slip must be submitted to the designated authority prior to departure. Parents or guardians must complete a Parental Permission form for student participation in interscholastic sports prior to the student's first competition. This form covers only one sport for one season and is to travel with the person responsible for the team to each event for the entire season. Duplicates are to be kept on file at the school.
4. ~~At the beginning of each school year, parents or guardians must be asked to complete an emergency medical treatment form for each one of their children. This form must be taken on each field trip by the person responsible for the field trip organization, along with appropriate prescription medication(s) in their original containers. (This procedure is essential in order for the school board to be covered by liability insurance.)~~ It is the responsibility of the parent or guardian to advise the school of any change in the medical information provided to the school. As is the case in general, any required medication must be provided in its original container. An adult in charge will be responsible for all required medication.

5. In the event that students do not participate in a scheduled field trip they will be assigned to regularly scheduled classes at school.
6. All school board policies and school rules or regulations apply on field trips.
7. All volunteers, including chaperones and drivers involved in carpooling, ~~Chaperones~~ must have been approved by the school board further to the Declaration Concerning a Judicial Record (police background check). They should have an affiliation with the school and in all cases must be approved by the school administration.
8. ~~The Director of Finance will publish, in late August of each school year, a list of field trip activities not covered for liability by the school board insurance carrier.~~ Schools must verify with the Finance Department whether a chosen activity is covered for liability by the school board insurance carrier.
9. Public transportation or school buses are the recommended methods of transportation for field trips. Should car pools be organized, the driver must provide proof of registration, appropriate valid insurance coverage and a valid driver's ~~licence~~ license have to be assured. Parents must give their written consent for their child to be transported by carpooling. Car seats must be provided as legally required when being transported by carpooling.

Supervision

The following minimum adult per student ratios are recommended for field trips. It is also recommended that, regardless of these ratios, there be a minimum of two adults for any given field trip or event. ÷

÷

Secondary:

- 1 : 20 for a day trip
- 1 : 15 for an overnight or extended trip

Elementary:

- 1 ÷ 5-6 ~~Pre-K, K and Cycle I~~ Preschool (4 year old and 5 year-old Kindergarten)
- 1:8 ~~Cycles II and III~~ Elementary cycle I
- 1:10 Elementary cycles II and III

Daycare:

- 1 : 8 Preschool (4 year-old and 5 year-old Kindergarten)
- 1:10 Elementary cycle I
- 1:12 Elementary cycles II and III

For any transportation by school bus, at least one staff member from the school must be present on the bus.

For students with special needs, it is recommended that the above ratios be reduced.

Mixed groups should always have at least one male and one female supervisor on overnight trips. ~~The Principal shall determine the minimum number of adult supervisors necessary for any given field trip.~~



Policy on Daycare Services

1. Preamble

In accordance with article 256 of the Education Act, Riverside School Board recognizes its responsibility and role in organizing school daycare services. It is committed to the setting up and management of quality school daycare services.

This policy outlines the objectives of the school board and defines the roles of the various partners involved in the organization of school daycare services. It takes into account the Education Act, the budgetary rules and regulations of the ~~Ministry of Education, Leisure and Sport (MELS)~~ Ministère de l'Éducation et de l'Enseignement supérieur (MEES), the general policies of the Board as well as other related policies and by-laws.

2. Objectives

The objectives of this policy are:

- to ensure quality school daycare services;
- to ensure the appropriate management of school daycare services in compliance with the policies of the School Board, the Education Act and the budgetary rules of the ~~MELS~~ MEES.

3. Definition

School daycare service is a day-supervision service organized for preschool (kindergarten) and elementary school children enrolled in the school board. This service is provided outside class hours on regular and pedagogical days. ~~beginning with the first day of class and ending with the last day of class.~~ Daycare is an integral part of the services provided by the school and must be self-financing. The school daycare service provides a program of activities in a safe and healthy environment supervised ~~and run~~ by qualified staff.

4. Orientation

School daycare services:

- complement the educational services provided by the school in continuity with its ~~educational~~ mission and its ~~success plan~~ **educational project**;
- ~~are an integral part of the school's educational project,~~ **focus on** the global development of children through activities taking into account their interests and needs;
- encourage the development of social skills ~~such as respect, cooperation and openness to others~~;
- ~~offer homework supervision after school by providing students with an appropriate place and time in which to work,~~ **provide students with a supervised homework period**;
- are in keeping with board policies and the rules of conduct and safety measures approved by the governing board;
- must be self-financing through parental financial contribution and ~~MELS~~ **MEES** allocations.

5. Responsibilities

5.1 The School Board:

- ensures, at the request of the governing board, that daycare services are offered to children at **the** preschool (**4 and 5 year-old** kindergarten) and elementary levels;
- determines the roles and responsibilities of school board daycare personnel;
- determines the daycare's financial contribution to school board services ~~and~~;
- ensures the application of this policy.

5.2 The Principal:

- assists the governing board in its role and responsibilities regarding the daycare services;
- coordinates the human, material and financial resources of the daycare service and sees to the integration of the daycare into school life;
- ensures the quality of daycare services;
- may refuse services to a child who does not respect the daycare rules and regulations **or for unpaid daycare fees**;
- ~~reserves the right to accept, after consulting with the daycare technician, any regular users without a fixed schedule.~~

5.3 The Governing Board:

- organizes daycare services such as : ~~number of~~ hours of operation, meals and snacks **services**, fees, and ~~building capacity~~ **use of facilities including classrooms**.

- Approves additional fees charged on pedagogical days when applicable.

5.4 The Daycare Technician:

- assists the principal in coordinating human, financial and material organization of the daycare;
- coordinates the planning and the preparation of activities, projects, educational and recreational outings.
- carries out tasks determined by the school principal.

5.5 The Daycare Educator:

- ensures, at all times, the well-being and safety of the children in her/his care;
- carries out tasks determined by the school principal in coordination with the daycare technician.

5.6 The Parents:

- ~~must~~ Should register before September 30th ~~and ensure that their child is present during the week of September 30th in order to qualify for the MELS grant;~~
- ~~who register after September 30th do not qualify for the MELS grant and therefore must pay an established fee based on the services requested;~~
- respect and follow the daycare guidelines, rules and regulations;
- sign the attendance form on a daily basis and indicate the time of pick up.

6. The Clientele

Daycare services have two types of clientele:

- **regular;** made up of children who are registered and attending the in school daycare for two of the three periods per school day for at least three days a week; and
- **sporadic;** made up of children who do not fall into the category of the regular clientele.

This distinction is necessary because of operating allowances and administrative requirements.

7. Rules of Operation

- 7.1 Basic daycare services are normally offered on regular school calendar days. ~~From time to time, a survey may be conducted to determine the periods of operation on pedagogical days and general hours of operation.~~
- 7.2 Special activities, organized by the daycare, may require additional fees to be paid by parents. Any additional fee required must reflect the actual cost of the activity.
- 7.3 School daycares will be charged an administrative fee to cover board expenses related to their operation. This service charge relates to building maintenance costs, human and financial resources and technology services.

ANNEX 1

All legal references below are excerpts from the Education Act as it stood on August 19, 2019. For an up-to-date version of this document, please refer to the following website: <http://legisquebec.gouv.qc.ca>.

Education act: section 74

The governing board shall analyze the situation prevailing at the school, principally the needs of the students, the challenges tied to student success and the characteristics and expectations of the community served by the school. Based on the analysis ~~and the strategic plan to the school board, the governing board shall adopt, oversee the implementation of and periodically evaluate the school's educational project.~~ and taking into account the commitment-to-success plan of the school board, the governing board shall adopt the school's educational project, oversee the project's implementation and evaluate the project at the intervals specified in it.

Each of these stages shall be carried out through concerted action between the various participants having an interest in the school and in student success. To that end, the governing board shall encourage the collaboration of students, parents, teachers, other school staff members, and community and school board representatives.

~~*In exercising such functions, the governing board shall seek the collaboration of persons having an interest in the school.*~~

~~*To that end, the governing board shall encourage the communication of information, dialogue and concerted action between students, parents, the principal, teachers and other school staff members and community representatives and their collaboration in helping students to achieve success.*~~

Education act: section 75-76

The governing board is responsible for approving the rules of conduct and the safety measures proposed by the principal.

In addition to the elements the Minister may prescribe by regulation, the rules of conduct must specify:

- (1) the attitudes and conduct that are required of students at all times;*
- (2) the behaviours and verbal or other exchanges that are prohibited at all times, including during school transportation, regardless of the means used, including social media; and*
- (3) the applicable disciplinary sanctions, according to the severity or repetitive nature of the prohibited act.*

The rules of conduct and the safety measures must be presented to the students during a civics session held each year by the principal in collaboration with the school staff, and must be sent to the parents at the beginning of each school year.

~~*The rules and measures may include disciplinary sanctions other than expulsion from school or corporal punishment; the rules and measures shall be transmitted to all students at the school and their parents.*~~

Education act: section 256

At the request of the governing board of a school, a school board must provide childcare for preschool and elementary school students, in the manner agreed with the governing board, on the school premises or, if the school does not have suitable premises, on other premises.



COMMISSION SCOLAIRE RIVERSIDE / RIVERSIDE SCHOOL BOARD

Calendrier scolaire 2020-2021 / School Calendar 2020-2021

July 2020

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August 2020

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September 2020

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October 2020

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November 2020

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December 2020

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January 2021

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February 2021

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March 2021

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April 2021

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May 2021

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June 2021

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| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |



Congés / holidays



Journées pédagogiques /
Pedagogical days



Journées pédagogiques
conditionnelles /
Conditional ped. days



20^e pédagogique au niveau
de l'école / à déterminer
School-level 20th ped. day /
to be determined

Communication écrite / Written communication

Au plus tard le
At the latest by

Étapes / Terms – No. Days/jours

1. November 6 - 44
2. February 5 (HS) – 52
February 19 (Elem) - 60
3. June 23 (HS) – 85
June 23 (Elem) - 77

Journées pédagogiques / Pedagogical days

- 17 fixes pour toutes les écoles /
Board-wide (fixed)
- 1 au niveau de l'école –
à déterminer /
School-level – T.B.D.
 - 2 conditionnelles / conditional



COMMISSION SCOLAIRE RIVERSIDE / RIVERSIDE SCHOOL BOARD

Calendrier scolaire 2021-2022 / School Calendar 2021-2022

July 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

August 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

September 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

October 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

November 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

December 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

January 2022

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

February 2022

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

March 2022

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

April 2022

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

May 2022

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

June 2022

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

- Congés / holidays
- Journées pédagogiques / Pedagogical days
- Journées pédagogiques conditionnelles / Conditional ped. days
- 20^e pédagogique au niveau de l'école / à déterminer / School-level 20th ped. day / to be determined

Communication écrite / Written communication

Au plus tard le / At the latest by

Étapes / Terms – No. Days/jours

- 1.
- 2.
- 3.

Journées pédagogiques / Pedagogical days

- 17 fixes pour toutes les écoles / Board-wide (fixed)
- 1 au niveau de l'école – à déterminer / School-level – T.B.D.
- 2 conditionnelles / conditional

RIVERSIDE SCHOOL BOARD

Three-Year Plan for the Allocation and Destination of Immovables

Deposited for consultation from ~~May 10, 2019 to June 23, 2019~~ October 18, 2019 to December 2, 2019

CONSULTATION

With respect to the Three-Year Plan of Allocation and Destination of Immovables for School Years ~~2019-2020, 2020-2021 and 2021-2022~~ 2020-2021, 2021-2022 and 2022-2023, the school board is required to consult with all municipalities whose territories are situated entirely or partially within its area.

The following groups will also be consulted on the full document:

Governing Boards

Parents' Committee

Advisory Committee on Services for Handicapped Students and Students with Social Maladjustments or Learning Disabilities

Unions and Management Associations

BUILDING CAPACITY

The calculation used to arrive at the building capacity for schools shown on the following pages is as follows:

Elementary: number of classrooms minus number of specialty rooms and regional program rooms multiplied by 24 plus number of regional program rooms x 10 x 90%

High Schools: number of classrooms + gymnasias + labs x 29 x 85% x 90%



**THREE-YEAR PLAN OF ALLOCATION AND
DESTINATION OF IMMOVABLES**

~~2019-2022-2020-2023~~

| Name of School or Centre Civic address | Building Code | Total Building Capacity (Classrooms) | Specialty Rooms that could not be converted to classrooms (Music, Art, Science, computers, OT, etc.) | Regional Programs (REACH, SEEDS, SAIL, NEST, BOOST, etc.) Average of 10 students per room | Total Building Capacity (Students) | Actual Enrolment September 30, 2018 2019 | MEES'S Enrolment Forecast | MEES'S Enrolment Forecast | MEES'S Enrolment Forecast | Level | Cycle | Premises at the disposal of the school or center |
|--|---------------|---|---|---|---|---|---------------------------------|---------------------------------|---------------------------------|--------|-------|---|
| CORE AREA Brossard-Greenfield Park-St. Hubert-St. Lambert-Vieux Longueuil | | | | | | | | | | | | |
| GOOD SHEPHERD SCHOOL 5770, rue Aline, Brossard J4Z 1R3 884-006 | | 19 | 0 | 3 | 373 | 279-299 | 2723-2796 | 2735-2815 | 2859-2859 | K4 – 6 | 1-3 | All |
| HAROLD NAPPER SCHOOL 6375, avenue Baffin, Brossard J4Z 2H9 884-037 | | 26 | n/a | n/a | 562 | 553-512 | | | | K4 – 6 | 1-3 | All |
| ST. LAMBERT ELEMENTARY SCHOOL 81, rue Green, Saint-Lambert J4P 1S4 884-030 | | 29 | 1 | 1 | 592 | 556-549 | | | | K – 6 | 1-3 | All except space used by the Community Learning Centre (CLC) |
| GREENFIELD PARK PRIMARY INTERNATIONAL SCHOOL 776, rue Campbell, Greenfield Park, J4V 1Y7 | | 23 24 | 3 2 | n/a | 432 X ½ | 254-240 | | | | 1 – 6 | 1-3 | All areas except space used by Commission scolaire Marie-Victorin |
| ST. JUDE SCHOOL 781, rue Miller, Greenfield Park, J4V 1W8 884-005 | | 29 | 1 | n/a | 605 | 383-434 | | | | K4 – 6 | 1-3 | All except space used by the Community Learning Centre (CLC) Includes 4-year-old Kindergarten Includes Passe-Partout program for 4 year olds |
| ROYAL CHARLES SCHOOL 5525, boul. Maricourt, Saint-Hubert, Longueuil J3Y 1S5 884-009 | | 7 | n/a | n/a | 151 | 439-137 | | | | K – 6 | 1-3 | All |
| ST. MARY'S SCHOOL 1863, rue Brébeuf, Longueuil J4J 3P3 884-019 | | 25 | 1 | 4 | 468 | 439-402 | | | | K4 – 6 | 1-3 | All except space used by Community Learning Centre (CLC) Includes 4-year-old Kindergarten Includes Passe-Partout program for 4 year olds |
| TERRY FOX SCHOOL 1648, rue Langevin, Saint-Hubert, Longueuil J4T 1X7 884-018 | | 16 | 0 | 1 | 346 | 495-202 | | | | K4 – 6 | 1-3 | All |



THREE-YEAR PLAN OF ALLOCATION AND DESTINATION OF IMMOVABLES

~~2019-2022~~ 2020-2023

| Name of School or Centre Civic address | Building Code | Total Building Capacity (Classrooms) | Specialty Rooms that could not be converted to classrooms (Music, Art, Science, computers, OT, etc.) | Regional Programs (REACH, SEEDS, SAIL, NEST, BOOST, etc.) Average of 10 students per room | Total Building Capacity (Students) | Actual Enrolment September 30, 2018 2019 2018-2019 2019-2020 | MEES'S Enrolment Forecast 2019-2020 2020-2021 | MEES'S Enrolment Forecast 2020-2021 2021-2022 | MEES'S Enrolment Forecast 2021-2022 2022-2023 | Level | Cycle | Premises at the disposal of the school or center |
|--|---------------|---|---|---|---|--|--|--|--|---------------------|------------|--|
| WEST END Candiac, Delson, La Prairie, Sainte-Catherine | | | | | | | | | | | | |
| ST. LAWRENCE SCHOOL 148 and 150, boul. Champlain, Candiac J5R 3T2 884010 and 884-002 | | 32 | 1 | n/a | 670 | 542-531 | 858 857 | 849 872 | 849-911 | K4 - 6 | 1 - 3 | Champlain pavilion: 884002, St. Raymond pavilion: 884010. All except space used by the Community Learning Centre (CLC) |
| JOHN ADAM MEMORIAL SCHOOL 120, Mtée des Bouleaux, Delson J5B 1L7 884-003 | | 15 | n/a | n/a | 324 | 278-295 | | | | K - 6 | 1 - 3 | All |
| GREENFIELD PARK | | | | | | | | | | | | |
| CENTENNIAL REGIONAL HIGH SCHOOL 880, rue Hudson, Greenfield Park, Longueuil J4V 1H1 88-035 | | 76 | n/a | n/a | 1686 | 1012-1062 | 1029 1049 | 1062 1092 | 1102-1104 | Sec 1- 5 WOTP | 1-2 | All except space used by ACCESS and students from REACH |
| SAINT-HUBERT | | | | | | | | | | | | |
| HERITAGE REGIONAL HIGH SCHOOL 7445, Chemin Chambly, Saint-Hubert, Longueuil J3Y 3S3 884-016 | | 107 | n/a | n/a | 2374 | 1635-1689 | 1653 1686 | 1707 1754 | 1772-1775 | Sec 1- 5 WOTP | 1-2 | All except space used by ACCESS |
| SAINT-JEAN-SUR-RICHELIEU | | | | | | | | | | | | |
| ST. JOHNS SCHOOL 380, rue St. Michel, St. Jean-sur Richelieu J3B 1T4 884-001 | | El : 22 Sec : 23 | El : n/a Sec : n/a | n/a | El : 475 Sec : 510 | El: 496 Sec: 275 El: 513 Sec: 275 | 779 839 | 781 848 | 781-855 | K – 6 Sec 1-5 | 1-3 1-2 | All except space used by ACCESS and the Community Learning Centre (CLC) |



**THREE-YEAR PLAN OF ALLOCATION AND
DESTINATION OF IMMOVABLES**
~~2019-2022~~ **2020-2023**

| Name of School or Centre Civic address | Building Code | Total Building Capacity (Classrooms) | Specialty Rooms that could not be converted to classrooms (Music, Art, Science, computers, OT, etc.) | Regional Programs (REACH, SEEDS, SAIL, NEST, BOOST, etc.) Average of 10 students per room | Total Building Capacity (Students) | Actual Enrolment September 30, 2018 2019 2018-2019 2019-2020 | MEES'S Enrolment Forecast 2019-2020 2020-2021 | MEES'S Enrolment Forecast 2020-2021 2021-2022 | MEES'S Enrolment Forecast 2021-2022 2022-2023 | Level | Cycle | Premises at the disposal of the school or center |
|--|---------------|---|---|---|---|--|--|--|--|---------------|-------|---|
| SAINT-LAMBERT | | | | | | | | | | | | |
| REACH School – Special Education 471, rue Green, Saint-Lambert J4P 1V2 884-031 | | n/a | n/a | 7 | 70 | 50-61 | unknown 107.1 | unknown 112.2 | unknown 117.3 | K4-11 WOTP | 1-3 | All except space used by Community Learning Centre (CLC) Satellite classes located at CENTENNIAL REGIONAL HIGH SCHOOL 880, rue Hudson, Greenfield Park, Longueuil, J4V 1H1 |
| And 276, boulevard Queen, Saint-Lambert J4R 1H7 884-029 | | | | 7 | 70 | 46-41 | | | | | | |
| SAINT-LAMBERT INTERNATIONAL HIGH SCHOOL 675, rue Green, Saint-Lambert J4P 1V9 (Formerly known as Chambly Academy) 884-032 | | 28 | n/a | n/a | 621 | 364-382 | 367 348 | 342 358 | 356-361 | Sec 1-5 | 1-2 | All |

THREE-YEAR PLAN OF ALLOCATION AND
DESTINATION OF IMMOVABLES

~~2019-2022~~ 2020-2023

| Name of School or Centre Civic address | Building Code | Total Building Capacity (Classrooms) | Specialty Rooms that could not be converted to classrooms (Music, Art, Science, computers, OT, etc.) | Regional Programs (REACH, SEEDS, SAIL, NEST, BOOST, etc.) Average of 10 students per room | Total Building Capacity (Students) | Actual Enrolment September 30, 2018 2019 2018-2019 2019-2020 | MEES'S Enrolment Forecast 2019-2020 2020-2021 | MEES'S Enrolment Forecast 2020-2021 2021-2022 | MEES'S Enrolment Forecast 2021-2022 2022-2023 | Level | Cycle | Premises at the disposal of the school or center |
|--|---------------|---|---|---|---|--|---|---|---|--------|-------|--|
| VALLEY AREA (Beloeil, Boucherville, Chambly, Sainte-Julie, Saint- Hilaire, Otterburn Park, Sorel-Tracy) | | | | | | | | | | | | |
| BOUCHERVILLE ELEMENTARY SCHOOL 800, rue du Père-Le Jeune, Boucherville J4B 3K1 884-012 | | 13 | 0 | n/a | 281 | 205 -211 | 1581 1628 | 1571 1638 | 1555-1629 | K – 6 | 1-3 | All |
| CEDAR STREET SCHOOL 250, rue Cedar, Beloeil J3G 3M1 884-013 | | 13 | 0 | 0 | 268 | 165 -171 | | | | K4 – 6 | 1-3 | All except space used by ACCESS and the Community Learning Centre (CLC) Includes 4-Year-Old Kindergarten |
| COURTLAND PARK INTERNATIONAL SCHOOL 1075, rue Wolfe, Saint-Bruno-de-Montarville J3V 3K6 884-014 | | 16 | 0 | n/a | 346 | 286 -281 | | | | K – 6 | 1 - 3 | All except space used by ACCESS and the Community Learning Centre (CLC) |
| MOUNT BRUNO SCHOOL 20, rue Des Peupliers, Saint-Bruno-de- Montarville J3V 2L8 884-011 | | 17 | 0 | n/a | 367 | 226 -232 | | | | K – 6 | 1-3 | All except space used by ACCESS and the Community Learning Centre (CLC) |
| HAROLD SHEPPARD SCHOOL 6205, boul. des Étudiants, Sorel/Tracy J3R 4K7 884-021 | | 9 | 0 | n/a | 194 | 75 -95 | | | | K4 – 6 | 1-3 | All areas except space to be rented Includes 4-Year-Old Kindergarten |
| MOUNTAINVIEW SCHOOL 444, rue Mountainview, Otterburn Park J3H 2K2 884-017 | | 15 | 2 | n/a | 281 | 268 -274 | | | | K – 6 | 1-3 | All except space used by ACCESS and the Community Learning Centre (CLC) |
| WILLIAM LATTER SCHOOL 1300, rue Barré, Chambly J3L 2V4 884-027 | | 20 | 1 | n/a | 410 | 379 -372 | | | | K4 – 6 | 1-3 | All except space used by ACCESS and the Community Learning Centre (CLC) |



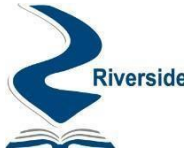
THREE-YEAR PLAN OF ALLOCATION AND
DESTINATION OF IMMOVABLES
~~2019-2022~~ 2020-2023

| <i>Name of FGA or FP Centre</i> Civic address Building Code | Building Capacity (classrooms) | Actual Enrolment 2018-2019 | Enrolment Forecast 2019-2020 | Enrolment Forecast 2020-2021 | Enrolment Forecast 2021-2022 | Level | Cycle | Premises at the disposal of the school or center |
|---|--------------------------------------|--------------------------------------|--|--|--|---|-------|---|
| ACCESS Cleghron 163, Cleghorn Avenue, Saint-Lambert J4R 2J4 884-023 (partial) | N/A | | unknown | unknown | unknown | Voc Ed + General Adult Education (GAE) | N/A | Except space used by Community Learning Centre (CLC) Building 884-001 (partial) 380 St-Michel Street, Saint-Jean-sur-Richelieu, J3B 1T4 Building 884-016 (partial), 7445 Chemin de Chambly, Saint-Hubert, Longueuil, J3Y 3S3 Building 884-017 (partial) 444 Mountainview Street, Otterburn Park, J3H 2K2 Building 884-020 (partial) 7525 Chemin de Chambly, Saint-Hubert, J3Y 0N7 Building 884-030 (partial) 81 Green Street, Saint-Lambert, J4P 1S4 Building 884-032 (partial) 675 Green Street, Saint-Lambert, J4P 1V9 Building 884-035 (partial) 880 Hudson Street, Greenfield Park, Longueuil, J4V 1H1 Building 884-807 (rental) 638 Guimond, Longueuil, J4G 1P8 |



THREE-YEAR PLAN OF ALLOCATION AND
DESTINATION OF IMMOVABLES
~~2019-2022~~ 2020-2023

| <i>Name of FGA or FP Centre</i> Civic address Building Code | Building Capacity (classrooms) | Actual Enrolment 2018-2019 | Enrolment Forecast 2019-2020 | Enrolment Forecast 2020-2021 | Enrolment Forecast 2021-2022 | Level | Cycle | Premises at the disposal of the school or center |
|---|--------------------------------------|--------------------------------------|--|--|--|---|-------|---|
| ACCESS Royal Oak 3555 Rocheleau Street, Saint-Hubert, J3Y 4T6 884-008 (partial) | N/A | | unknown | unknown | unknown | Voc Ed + General Adult Education (GAE) | 1-2 | Except space used by Community Learning Centre (CLC) Building 884-001 (partial) 380 St-Michel Street, Saint-Jean-sur-Richelieu, J3B 1T4 Building 884-016 (partial), 7445 Chemin de Chambly, Saint-Hubert, Longueuil, J3Y 3S3 Building 884-017 (partial) 444 Mountainview Street, Otterburn Park, J3H 2K2 Building 884-020 (partial) 7525 Chemin de Chambly, Saint-Hubert, J3Y 0N7 Building 884-030 (partial) 81 Green Street, Saint-Lambert, J4P 1S4 Building 884-032 (partial) 675 Green Street, Saint-Lambert, J4P 1V9 Building 884-035 (partial) 880 Hudson Street, Greenfield Park, Longueuil, J4V 1H1 Building 884-805 (rental) 7900 Taschereau Blvd., C100 and C204A, Brossard, J4X 1C2 Building 884-808 (shared with c.s. des Patriotes) 2121 Darwin Street, Sainte Julie, J3E 0C9 |
| RIVERSIDE SCHOOL BOARD Administration Offices 7525 Chemin de Chambly Saint-Hubert, J3Y 0N7 884-020 | | | | | | | | |



THREE-YEAR PLAN OF ALLOCATION AND
DESTINATION OF IMMOVABLES
~~2019-2022-2020-2023~~

| LEASED IMMOVABLES | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|----------------------|----------------------------|-----------|-----------|-----------|
| ACCESS GUIMOND 638 Guimond, Longueuil, J4G 1P8 884-807 | Occupied | TBD Occupied | TBD | TBD | TBD |
| ACCESS BROSSARD 7900, Taschereau Boulevard, C100 and C204A Brossard, QC J4X 1C2 884-805 | Occupied | Occupied | Occupied | Occupied | Occupied |

DEEDS
OF
ESTABLISHMENT

Effective July 1, 2020

DEED OF ESTABLISHMENT

| | |
|---|---|
| NAME OF CENTRE | ACCESS Cleghorn General Adult Education |
| CENTRE CODE | 884-350 |
| ADDRESS OF CENTRE | 163 Cleghorn Avenue Saint-Lambert (Québec) J4R 2J4 |
| LEVEL OF INSTRUCTION | General Adult Education |
| IMMOVABLES | 1 |
| Building 884-023 (partial) 163 Cleghorn Avenue Saint-Lambert (Québec) J4R 2J4 | General Adult Education, except space used by Community Learning Centre (CLC) |

Additional locations: 7

Building 884-001 (partial)
380 St. Michel, Saint-Jean-sur-Richelieu, J3B 1T4
Building 884-016 (partial)
7445 Chemin de Chambly, Saint-Hubert, Longueuil, J3Y 3S3
Building 884-017 (partial)
444 Mountainview Street, Otterburn Park, J3H 2K2
Building 884-020 (partial)
7525 Chemin de Chambly, Saint-Hubert, J3Y 0N7
Building 884-030 (partial)
81 Green Street, Saint-Lambert, J4P 1S4
Building 884-032 (partial)
675 Green Street, Saint-Lambert, J4P 1V9
Building 884-035 (partial)
880 Hudson Street, Greenfield Park, J4V 1H1
Building 884-807 (rental)
638 Guimond Street, Longueuil, J4G 1P8

Given at Saint-Hubert, XXX

John McLaren, Secretary General

Effective July 1, 2020

DEED OF ESTABLISHMENT

| | |
|---|--|
| NAME OF CENTRE | ACCESS Cleghorn Vocational Education Centre |
| CENTRE CODE | 884-450 |
| ADDRESS OF CENTRE | 163 Cleghorn Avenue Saint-Lambert (Québec) J4R 2J4 |
| LEVEL OF INSTRUCTION | Vocational Education |
| IMMOVABLES | 1 |
| Building 884-023 (partial) 163 Cleghorn Avenue Saint-Lambert (Québec) J4R 2J4 | Vocational Education, except space used by Community Learning Centre (CLC) |

Additional locations: 8

Building 884-001 (partial)
380 St. Michel, Saint-Jean-sur-Richelieu, J3B 1T4
Building 884-016 (partial)
7445 Chemin de Chambly, Saint-Hubert, Longueuil, J3Y 3S3
Building 884-017 (partial)
444 Mountainview Street, Otterburn Park, J3H 2K2
Building 884-020 (partial)
7525 Chemin de Chambly, Saint-Hubert, J3Y 0N7
Building 884-030 (partial)
81 Green Street, Saint-Lambert, J4P 1S4
Building 884-032 (partial)
675 Green Street, Saint-Lambert, J4P 1V9
Building 884-035 (partial)
880 Hudson Street, Greenfield Park, J4V 1H1
Building 884-807 (rental)
638 Guimond Street, Longueuil, J4G 1P8

Given at Saint-Hubert, XXX

John McLaren, Secretary General

Effective July 1, 2020

| | |
|---|---|
| NAME OF CENTRE | DEED OF ESTABLISHMENT ACCESS Royal Oak General Adult Education |
| CENTRE CODE | 884-351 |
| ADDRESS OF CENTRE | 3555 Rocheleau Street Saint-Hubert (Québec) J3Y 4T6 |
| LEVEL OF INSTRUCTION | General Adult Education |
| IMMOVABLES | 1 |
| Building 884-008 (partial) 3555 Rocheleau Street Saint-Hubert (Québec) J3Y 4T6 | General Adult Education, except space used by Community Learning Centre (CLC) |
| <u>Additional locations:</u> | 8 |
| Building 884-001 (partial) 380 St. Michel, Saint-Jean-sur-Richelieu, J3B 1T4 | |
| Building 884-805 (rental) 7900, Taschereau Boulevard, C100 and C204A, Brossard J4X 1C2 | |
| Building 884-016 (partial) 7445 Chemin de Chambly, Saint-Hubert, Longueuil, J3Y 3S3 | |
| Building 884-017 (partial) 444 Mountainview Street, Otterburn Park, J3H 2K2 | |
| Building 884-020 (partial) 7525 Chemin de Chambly, Saint-Hubert, J3Y 0N7 | |
| Building 884-030 (partial) 81 Green Street, Saint-Lambert, J4P 1S4 | |
| Building 884-032 (partial) 675 Green Street, Saint-Lambert, J4P 1V9 | |
| Building 884-035 (partial) 880 Hudson Street, Greenfield Park, J4V 1H1 | |
| Building 884-808 (shared with c.s. des Patriotes) 2121 Darwin Street, Sainte Julie, J3E 0C9 | |

Given at Saint-Hubert, XXX

John McLaren, Secretary General

Effective July 1, 2020

DEED OF ESTABLISHMENT

| | |
|--|--|
| NAME OF CENTRE | ACCESS Royal Oak Vocational Education Centre |
| CENTRE CODE | 884-451 |
| ADDRESS OF CENTRE | 3555 Rocheleau Street Saint-Hubert (Québec) J3Y 4T6 |
| LEVEL OF INSTRUCTION | Vocational Education |
| IMMOVABLES | 1 |
| Building 884-008 (partial) 3555 Rocheleau Street Saint-Hubert (Québec) J3Y 4T6 | Vocational Education, except space used by Community Learning Centre (CLC) |

Additional locations: 8

Building 884-001 (partial)
380 St. Michel, Saint-Jean-sur-Richelieu, J3B 1T4
Building 884-016 (partial)
7445 Chemin de Chambly, Saint-Hubert, Longueuil, J3Y 3S3
Building 884-017 (partial)
444 Mountainview Street, Otterburn Park, J3H 2K2
Building 884-020 (partial)
7525 Chemin de Chambly, Saint-Hubert, J3Y 0N7
Building 884-030 (partial)
81 Green Street, Saint-Lambert, J4P 1S4
Building 884-032 (partial)
675 Green Street, Saint-Lambert, J4P 1V9
Building 884-035 (partial)
880 Hudson Street, Greenfield Park, J4V 1H1
Building 884-808 (shared with c.s. des Patriotes)
2121 Darwin Street, Sainte Julie, J3E 0C9

Given at Saint-Hubert, XXX

John McLaren, Secretary General

Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

BOUCHERVILLE ELEMENTARY SCHOOL

CENTRE CODE

884-012

ADDRESS OF CENTRE

800 du Père-Le Jeune Street
Boucherville (Québec)
J4B 3K1

LEVEL OF INSTRUCTION

Kindergarten
Elementary - all cycles

IMMOVABLES

1

Building 884-012

800 du Père-Le Jeune Street
Boucherville (Québec)
J4B 3K1

All areas

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

CEDAR STREET SCHOOL

CENTRE CODE

884-013

ADDRESS OF CENTRE

250 Cedar Street
Beloeil (Québec)
J4G 3M1

LEVEL OF INSTRUCTION

4-Year-Old Kindergarten
Kindergarten
Elementary - all cycles

IMMOVABLES

1

Building 884-013

250 Cedar Street
Beloeil (Québec)
J4G 3M1

All areas except space used by ACCESS and the Community Learning Centre (CLC)

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

CENTENNIAL REGIONAL HIGH SCHOOL

CENTRE CODE

884-035

ADDRESS OF CENTRE

880 Hudson Street
Greenfield Park Longueuil (Québec)
J4V 1H1

LEVEL OF INSTRUCTION

Secondary - all cycles

IMMOVABLES

1

Building 884-035

880 Hudson Street
Greenfield Park Longueuil (Québec)
J4V 1H1

All areas except space used by ACCESS and the Community Learning Centre (CLC) and REACH

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

COURTLAND PARK INTERNATIONAL SCHOOL

CENTRE CODE

884-014

ADDRESS OF CENTRE

1075 Wolfe Street
Saint-Bruno-de-Montarville (Québec)
J3V 3K6

LEVEL OF INSTRUCTION

Kindergarten
Elementary - all cycles

IMMOVABLES

1

Building 884-014

1075 Wolfe Street
Saint-Bruno-de-Montarville (Québec)
J3V 3K6

All areas except space used by ACCESS and the Community Learning Centre (CLC)

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

| | |
|--|--|
| NAME OF CENTRE | GOOD SHEPHERD SCHOOL |
| CENTRE CODE | 884-006 |
| ADDRESS OF CENTRE | 5770 Aline Street Brossard (Québec) J4Z 1R3 |
| LEVEL OF INSTRUCTION | 4-Year-Old Kindergarten Kindergarten Elementary - all cycles |
| IMMOVABLES | 1 |
| Building 884-006 5770 Aline Street Brossard (Québec) J4Z 1R3 | All areas |

Given at Saint-Hubert, XXX

John McLaren, Secretary General

Effective July 1, 2020

DEED OF ESTABLISHMENT

| | |
|---|--|
| NAME OF CENTRE | GREENFIELD PARK PRIMARY INTERNATIONAL SCHOOL |
| CENTRE CODE | 884-007 |
| ADDRESS OF CENTRE | 776 Campbell Street Greenfield Park Longueuil (Québec) J4V 1Y7 |
| LEVEL OF INSTRUCTION | Elementary - all cycles |
| IMMOVABLES | 1 |
| Building 884-007 776 Campbell Street Greenfield Park Longueuil (Québec) J4V 1Y7 | All areas except space used by Commission scolaire Marie-Victorin |

Given at Saint-Hubert, XXX

John McLaren, Secretary General

Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

HAROLD NAPPER SCHOOL

CENTRE CODE

884-037

ADDRESS OF CENTRE

6375 Baffin Avenue
Brossard (Québec)
J4Z 2H9

LEVEL OF INSTRUCTION

Kindergarten
Elementary - all cycles

IMMOVABLES

1

Building 884-037
6375 Baffin Avenue
Brossard (Québec)
J4Z 2H9

All areas

Given at Saint-Hubert, XXX

John McLaren, Secretary General

Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

HAROLD SHEPPARD SCHOOL

CENTRE CODE

884-021

ADDRESS OF CENTRE

6205 Des Étudiants Blvd.
Sorel-Tracy (Québec)
J3R 4K7

LEVEL OF INSTRUCTION

4-Year-Old Kindergarten
Kindergarten
Elementary - all cycles

IMMOVABLES

1

Building 884-021

6205 Des Étudiants Blvd.
Sorel-Tracy (Québec)
J3R 4K7

All areas except space to be rented

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

HERITAGE REGIONAL HIGH SCHOOL

CENTRE CODE

884-016

ADDRESS OF CENTRE

7445 Chemin de Chambly
Saint-Hubert Longueuil (Québec)
J3Y 3S3

LEVEL OF INSTRUCTION

Secondary - all cycles

IMMOVABLES

1

Building 884-016

7445 Chemin de Chambly
Saint-Hubert Longueuil (Québec)
J3Y 3S3

All areas except space used by ACCESS

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

| | |
|--|---|
| NAME OF CENTRE | JOHN ADAM MEMORIAL SCHOOL |
| CENTRE CODE | 884-003 |
| ADDRESS OF CENTRE | 120 Montée des Bouleaux Delson (Québec) J5B 1L7 |
| LEVEL OF INSTRUCTION | Kindergarten Elementary – all cycles |
| IMMOVABLES | 1 |
| Building 884-003 120 Montée des Bouleaux Delson (Québec) J5B 1L7 | All areas |

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

MOUNT BRUNO SCHOOL

CENTRE CODE

884-011

ADDRESS OF CENTRE

20 des Peupliers Street
Saint-Bruno-de-Montarville (Québec)
J3V 2L8

LEVEL OF INSTRUCTION

Kindergarten
Elementary – all cycles

IMMOVABLES

1

Building 884-011

20 des Peupliers Street
Saint-Bruno-de-Montarville (Québec)
J3V 2L8

All areas except space used by ACCESS and the Community Learning Centre (CLC)

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

MOUNTAINVIEW SCHOOL

CENTRE CODE

884-017

ADDRESS OF CENTRE

444 Mountainview Street
Otterburn Park (Québec)
J3H 2K2

LEVEL OF INSTRUCTION

Kindergarten
Elementary – all cycles

IMMOVABLES

1

Building 884-017

444 Mountainview Street
Otterburn Park (Québec)
J3H 2K2

All areas except space used by ACCESS and the Community
Learning Centre (CLC)

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

REACH SCHOOL

CENTRE CODE

884-031

ADDRESS OF CENTRE

471 Green Street
Saint-Lambert (Québec)
J4R 1V2

LEVEL OF INSTRUCTION

Kindergarten - Special Education
Elementary - Special Education
Secondary - Special Education

IMMOVABLES

1

Building 884-031

471 Green Street
Saint-Lambert (Québec)
J4R 1V2

All areas except space used by the Community Learning Centre (CLC)

Building 884-029

276 Queen Blvd.
Saint-Lambert (Québec)
J4R 1H7

Satellite classes:

Building 884-035

880 Hudson Street
Greenfield Park Longueuil (Québec)
J4V 1H1

Building 884-806

Adam's PACE (rental)
Champlain College
900 Riverside Street
Saint-Lambert, (Quebec)
J4P 3P2

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

ROYAL CHARLES SCHOOL

CENTRE CODE

884-009

ADDRESS OF CENTRE

5525 Maricourt Blvd.
Saint-Hubert Longueuil (Québec)
J3Y 1S5

LEVEL OF INSTRUCTION

Kindergarten
Elementary – all cycles

IMMOVABLES

1

Building 884-009

5525 Maricourt Blvd.
Saint-Hubert Longueuil (Québec)
J3Y 1S5

All areas

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

SAINT-LAMBERT INTERNATIONAL HIGH SCHOOL

CENTRE CODE

884-032

ADDRESS OF CENTRE

675 Green Street
Saint-Lambert (Québec)
J4P 1V9

LEVEL OF INSTRUCTION

Secondary – all cycles

IMMOVABLES

1

Building 884-032

675 Green Street
Saint-Lambert (Québec)
J4P 1V9

All areas

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

ST. JOHNS SCHOOL

CENTRE CODE

884-001

ADDRESS OF CENTRE

380 Saint-Michel Street
Saint-Jean-sur-Richelieu (Québec)
J3B 1T4

LEVEL OF INSTRUCTION

Kindergarten
Elementary – all cycles
Secondary – all cycles

IMMOVABLES

1

Building 884-001

380 Saint-Michel Street
Saint-Jean-sur-Richelieu (Québec)
J3B 1T4

All areas except space used by ACCESS and the Community
Learning Centre (CLC)

Given at Saint-Hubert, XXX

John McLaren, Secretary General

Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

ST. JUDE SCHOOL

CENTRE CODE

884-005

ADDRESS OF CENTRE

781 Miller Street
Greenfield Park Longueuil (Québec)
J4V 1W8

LEVEL OF INSTRUCTION

Four-year old program – Passe partout
4-Year-Old Kindergarten
Kindergarten
Elementary – all cycles

IMMOVABLES

1

Building 884-005

781 Miller Street
Greenfield Park Longueuil (Québec)
J4V 1W8

All areas except space used by ACCESS and the Community
Learning Centre (CLC)

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

ST. LAMBERT ELEMENTARY SCHOOL

CENTRE CODE

884-030

ADDRESS OF CENTRE

81 Green Street
Saint-Lambert (Québec)
J4P 1S4

LEVEL OF INSTRUCTION

4-Year-Old Kindergarten
Kindergarten
Elementary – all cycles

IMMOVABLES

1

Building 884-030

81 Green Street
Saint-Lambert (Québec)
J4P 1S4

All areas except space used by the Community Learning Centre (CLC)

Given at Saint-Hubert, XXX

John McLaren, Secretary General

Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

ST. LAWRENCE SCHOOL

CENTRE CODE

884-025

ADDRESS OF CENTRE

148 Champlain Blvd.
Candiac (Québec)
J5R 3T2

LEVEL OF INSTRUCTION

4-Year-Old Kindergarten
Kindergarten
Elementary – all cycles

IMMOVABLES

2

Building 884-002

Champlain Pavillion
148 Champlain Blvd.
Candiac (Québec)
J5R 3T2

All areas except space used by Community Learning Centre (CLC)

Building 884-010

Saint-Raymond Pavillion
150 Champlain Blvd.
Candiac (Québec)
J5R 3T2

All areas except space used by Community Learning Centre (CLC)

Given at Saint-Hubert, XXX

John McLaren, Secretary General

Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

ST. MARY'S SCHOOL

CENTRE CODE

884-019

ADDRESS OF CENTRE

1863 Brébeuf Street
Longueuil (Québec)
J4J 3P3

LEVEL OF INSTRUCTION

Four-year old program – Passe partout
4-Year-Old Kindergarten
Kindergarten
Elementary – all cycles

IMMOVABLES

1

Building 884-019
1863 Brébeuf Street
Longueuil (Québec)
J4J 3P3

All areas except space used by Community Learning Centre
(CLC)

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

TERRY FOX SCHOOL

CENTRE CODE

884-018

ADDRESS OF CENTRE

1648 Langevin Street
Saint-Hubert Longueuil (Québec)
J4T 1X7

LEVEL OF INSTRUCTION

4-Year-Old Kindergarten
Kindergarten
Elementary – all cycles

IMMOVABLES

1

Building 884-018

1648 Langevin Street
Saint-Hubert Longueuil (Québec)
J4T 1X7

All areas

Given at Saint-Hubert, XXX

John McLaren, Secretary General



Effective July 1, 2020

DEED OF ESTABLISHMENT

NAME OF CENTRE

WILLIAM LATTER SCHOOL

CENTRE CODE

884-027

ADDRESS OF CENTRE

1300 Barré Street
Chambly (Québec)
J3L 2V4

LEVEL OF INSTRUCTION

4-Year-Old Kindergarten
Kindergarten
Elementary – all cycles

IMMOVABLES

1

Building 884-027
1300 Barré Street
Chambly (Québec)
J3L 2V4

All areas except space used by ACCESS and the Community Learning Centre (CLC)

Given at Saint-Hubert, XXX

John McLaren, Secretary General

LIST OF SCHOOLS AND CENTRES

For the school year 2020-2021

| MUNICIPALITY AND SCHOOL/CENTRE CODE | |
|--|---|
| BELOEIL | |
| 884013 | Cedar Street School |
| BOUCHERVILLE | |
| 884012 | Boucherville Elementary School |
| BROSSARD | |
| 884006 884037 884805 (rental) | Good Shepherd School Harold Napper School ACCESS Adult and Vocational Education Centre |
| CANDIAC | |
| 884002 884010 | St. Lawrence School (Champlain Pavilion) St. Lawrence School (St. Raymond Pavilion) |
| CHAMBLY | |
| 884027 | William Latter School |
| DELSON | |
| 884003 | John Adam Memorial School |
| GREENFIELD PARK | |
| 884035 (partial) 884035 884007 884005 884035 (partial) | ACCESS Adult and Vocational Education Centre Centennial Regional High School Greenfield Park Primary International School St. Jude School REACH School (satellite classes) |
| LONGUEUIL | |
| 884807 (rental) 884019 | ACCESS Adult and Vocational Education Centre St. Mary's School |
| OTTERBURN PARK | |
| 884017 (partial) 884017 | ACCESS Adult and Vocational Education Centre Mountainview School |
| SAINT-BRUNO-DE-MONTARVILLE | |
| 884011 884014 | Mount Bruno Elementary School Courtland Park International School |
| SAINT-HUBERT | |
| 884020 (partial) 884008 884016 (partial) 884016 884009 884018 | ACCESS Adult and Vocational Education Centre ACCESS Adult and Vocational Education Centre ACCESS Adult and Vocational Education Centre Heritage Regional High School Royal Charles School Terry Fox School |
| SAINT-JEAN-SUR-RICHELIEU | |
| 884001 (partial) 884001 | ACCESS Adult and Vocational Education Centre St. Johns School |
| SAINTE-JULIE | |
| 884808 (rental) | ACCESS Adult and Vocational Education Centre |

LIST OF SCHOOLS AND CENTRES

For the school year 2020-2021

| SAINT-LAMBERT | |
|-----------------|--|
| 884023 | ACCESS Adult and Vocational Education Centre |
| 884029 | REACH School |
| 884031 | REACH School |
| 884030 | St. Lambert Elementary School |
| 884032 | Saint-Lambert International High School |
| 884806 (rental) | REACH School - PACE |
| SOREL-TRACY | |
| 884021 | Harold Sheppard School |

Version: October 1, 2019

Riverside School Board

| | |
|------------------------------------|--|
| Policy Name: | Policy on the Enrolment Criteria for Registration |
| Policy Number: | BXXX-20191217 B693-20181218 |
| Replacing Policy Number: | Replacing policy number B693-20181218 |
| Date Received at Executive: | October 1, 2019 |
| Date Received at Council: | October 15, 2019 November 20, 2018 |
| Consultation Period: | October 18, 2019 to December 2, 2019 November 22, 2018 to December 6, 2018 |
| Date Approved by Council: | XXX -December 18, 2018 |
| Date of Next Review: | September 2019 |

Riverside School Board will register students eligible for English language education according to the criteria outlined in this policy, in keeping with the parents' right to choose a school for their child and in accordance with the Education Act (see Appendix I).

Purpose

The purpose of this policy is to establish the enrolment criteria that will be used to register students, including international students, in Riverside School Board schools. The criteria are further specified in the document produced annually by Riverside School Board entitled 'Planning for our Schools' which determines each school's program(s), attendance zone, and transportation zone.

This policy aims to confirm student placement and inform parents in a reasonable time frame while effectively organizing the services of the school board.

DEFINITIONS

Space:

The number of students, including international students, which a school can accommodate for a given year in view of its capacity at each level. Riverside School Board maintains the right to reserve up to 3 student places at any grade level in a school during the late enrolment period until up to ten days before the beginning of school. This is done in order to make it possible to accept in-zone students who apply in the summer during late enrolment.

Capacity:

The number of students that can be reasonably accommodated in a school building taking into account:

- the educational services provided by the school;
- the number of usable teaching stations;
- the student/teacher ratio as determined by the Teachers' Collective Agreement;
- the building capacity according to the Ministry.

The physical component affecting school capacity is the number of teaching stations in the school. The key to determining whether a space is counted as a teaching station lies in the layout and daily use of that space.



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At the elementary level, only classrooms are counted as teaching stations as each student is assigned **to a classroom** ~~a desk~~ with his/her personal belongings for the duration of the year. The school may have other spaces such as a computer room or a gymnasium in which students are taught. ~~However, it is assumed that when an elementary class moves from its assigned space/core classroom to the computer room or gymnasium no other group moves into that classroom. After that class is completed, the students return to their classroom and another class moves into the computer room.~~

At the High School level, students move from classroom to classroom throughout the day and do not have an assigned desk as their belongings are stored in a locker. Therefore, a standard classroom, gymnasium or laboratory with an assigned teacher is considered a teaching station for purposes of determining capacity.

It is virtually impossible to program the use of a high school so that all of the space is used for 100% of the periods throughout the school day. The number of teaching stations is multiplied by a utilization factor of 85% to take into account scheduling conflicts for the high schools.

The maximum number of students in each class is determined by using the Teachers' Collective Agreement.

The school capacity is then adjusted by a factor of 90% in order to alert schools and parents that their building is approaching the point of not being able to enroll more students due to a lack of space at one or more grade levels.

Siblings: ~~Children who have legal status as siblings; i.e.~~ Children who have at least one parent in common, **children from blended families**, children who have been legally adopted, ~~and have at least one parent in common;~~ or children who are under ~~the~~ legal guardianship ~~of a common parent. The student would be attending the school in the same year that the sibling is also attending. The~~ **Siblings** must reside at the same address.

Walkers: For the purposes of the application of this Policy, a walker **at the kindergarten level (includes 4-Year-Old Kindergarten)** is someone who lives within **1.0 km** of the school. **A walker** at the elementary level is someone who lives within 1.6 km of the school.

GENERAL GUIDELINES

Registrations will be accepted based on the total number of applications at each school and the school capacity. Acceptance of student registrations is for one year at a time. Efforts will be made to minimize student transfer.

Students who apply to a school and live within the attendance zone of that school but cannot be enrolled at that school because of lack of space (see definition) would be **temporarily** transferred **on an annual basis** to a school offering ~~the same educational program~~ **the same language delivery model** **a similar linguistic pathway (either French Immersion or English)** ~~where~~ if space is available. Transportation will be provided only for the year that they are transferred to that school. If space becomes available in **the same language delivery model** **their program in their** ~~the~~ in-zone school **for the following school year**, the student will return to that school unless they request and obtain out-of-zone status without transportation services. ~~When returning students to their in-zone school, efforts will be made to return them to a similar program (e.g.: a student in French Immersion program would be returned to a French Immersion program).~~

On a case-by-case basis, Riverside School Board can assign a student, including an international student, to a specific school for educational, psychological, social, or other exceptional reasons.

TIMELINE

The enrolment process will follow the timeline indicated:

Official enrolment period

- The official enrolment period for Riverside School Board will take place from the first full week of February until April 30, unless otherwise determined by Council. No registration appointments may be given prior to the start of the official enrolment period.
- An assessment will be made of all in-zone registrations and current out-of-zone student requests received before May 1. Parents will be informed of student placement by June 1.

Enrolment in May and June

- An assessment will be made of all in-zone registrations that are received between May 1 and June 30 and all out-of-zone registrations received up to June 30. Parents will be informed of student placement during the first week of July.

Late enrolment - after June 30

- All registrations of Riverside students received after June 30 will be considered on an ongoing basis. Registrations of interboard students will be confirmed 10 days before the beginning of the school year. The student accepted during late enrolment will be assigned to a school by Riverside School Board.

International Student enrolment period:

An international student may be registered outside the regular enrolment period or at any time and confirmation of placement will be given upon completion of the board's screening process.

Students shall be registered in a school in the following order:

DURING THE OFFICIAL ENROLMENT PERIOD

An assessment will be made of all in-zone registrations and requests from current out-of-zone students received before May 1. Parents will be informed of student placement by June 1.

A: IN-ZONE STUDENTS

Subject to the availability of space (see definition), enrolment in a school will be based on the criteria established in the following order of priority:

- A1 Current In-Zone Students** - Students currently attending the school who reside within the attendance zone for that school;
- A2 Grandfathered Students** - Students currently attending the school who, when they began attending the school, resided within the attendance zone for that school and to whom a grandfather¹ clause will apply following a zoning change. This provision may be revoked in the event of the student's change of address to another zone;

¹ A GRANDFATHER clause is a provision in which an old rule continues to apply to some existing situations, while a new rule will apply to all future cases.



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- A3 Returning Transferred Students** - Students who reside within the attendance zone of that school and were assigned to another school (transferred) by Riverside School Board;
- A4 Siblings of Current In-Zone Students** - Siblings of students currently attending the school who reside within the attendance zone for that school;
- A5 Special In-Zone Status Students** - Students who, due to a decision of Council, have been granted 'in-zone' status to the school following a school closure or for exceptional circumstances. This provision may be revoked in the event of the student's change of address to another zone;
- A6 New In-Zone Students** - Students who reside within the school attendance zone;
- A7 Transferred Students** - Students who are transferred by Riverside School Board from their in-zone school when that school has surpassed its capacity. (See "Procedure for the Transfer of in-zone Students").

T: PROCEDURE FOR THE TRANSFER OF IN-ZONE STUDENTS (STEPS A1 TO A7)

If the school has exceeded its capacity at a particular grade level after any step, from A1 to A7, students within that step will be transferred out of the school in the following order:

- T1 Students without siblings, living in a multiple zone** - in-zone students without siblings attending the school living within the in-zone area of another school where space is available. Those who are geographically closest to the school that has availability will be transferred first. Transportation is provided;
- T2 Returning Transferred Students** - Transferred in-zone students who were assigned to another school the previous year and express the desire to stay there for the present year. Transportation is provided;
- T3 Students without siblings who are non-walkers** - Students without a sibling in the school who are eligible for transportation. In this group, the students who are geographically closest to the school that has availability will be transferred first. Transportation is provided;
- T4 Students who are non-walkers** - Students with a sibling in the school who are eligible for transportation. In this group, the students who are geographically closest to the school that has availability will be transferred first. The student's sibling(s) may also be transferred (at parent's request). Transportation is provided.

B: OUT-OF-ZONE STUDENTS

Subject to the availability of space (see definition), students residing outside of the established school attendance zone but within Riverside School Board territory may attend a specific school of choice on condition that the parent/guardian agrees to provide transportation for:

- B1 Special Out-of-Zone Status students** – Students who, due to a decision of Council, have been granted 'Special Out-of-Zone Status' to the school. This provision may be revoked in the event of the student's change of address to another zone.
- B2 Siblings of grandfathered students and siblings of 'Special Out-of-Zone Status' students**



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- B3** **Current Out-of-Zone students** - Students who are currently attending a school and reside outside the attendance zone for that school and confirm, by May 31, their request to remain at the school. If space is not sufficient to accommodate this group at their grade level, students with a sibling attending the school will have priority.



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DURING THE ENROLMENT PERIOD IN MAY AND JUNE

An assessment will be made of all in-zone registrations that are received between May 1 and June 30 and all out-of-zone registrations received before June 30. Parents will be informed by the school of student placement during the first week of July. In exceptional circumstances, confirmation of out-of-zone requests may be delayed due to three spaces being reserved.

Subject to the availability of space (see definition), enrolment of students will be accepted in the following order of priority:

- C1 Siblings of Current In-Zone Students** - Students who reside within the attendance zone of the school, who have a sibling attending the school;
- C2 New In-Zone Students** - Students who reside within the attendance zone of the school;
- C3 Siblings of Current Out-of-Zone Students** - Siblings of students, who are currently attending a school and reside outside the attendance zone for that school in the order of the date of their registration;
- C4 New Out-of-Zone Students** - Students who reside outside the attendance zone for that school in the order of the date of their registration.

For each of the steps C1 to C4, the order of the date of registration will determine the priority within that step until June 30.

DURING LATE ENROLMENT AFTER JUNE 30

All applications for enrolment of Riverside students received after June 30 will be considered on an ongoing basis.

Registrations of interboard students will be considered 10 days before the beginning of the school year.

All students accepted during the late enrolment period will be assigned to a school by Riverside School Board.



Riverside School Board

PROGRAMS AND SCHOOL ZONES FOR ~~2019-2020~~ 2020-2021

| School / Program | Zoning Area |
|---|---|
| Boucherville Offers an English Program for Kindergarten through Cycle III Elementary. | English Program: Priority is given to students living in the following municipalities, boroughs or areas: <ul style="list-style-type: none">• Boucherville• Calixa-Lavallée• Varennes• Verchères |
| Cedar Street Offers an English Program for, 4-Year-Old Kindergarten, Kindergarten through Cycle III Elementary. | English Program: Priority is given to students living in the following municipalities, boroughs or areas: <ul style="list-style-type: none">• Beloeil• Carignan: the streets located in the development adjacent to route 116 and known as Carignan-sur-le-golf; namely, Antoine-Forestier and Jean-de-Fonblanche• McMasterville• Saint-Amable• Saint-Antoine-sur-Richelieu• Saint-Basile-le-Grand• Saint-Bruno-de-Montarville• Saint-Marc-sur-Richelieu• Saint-Mathieu de Beloeil• Sainte-Julie |



Riverside School Board

PROGRAMS AND SCHOOL ZONES FOR ~~2019-2020~~ 2020-2021

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| <p>Centennial – Secondary Education Program</p> <p>Offers the following programs:</p> <ul style="list-style-type: none"> • General Studies Program • Talented and Gifted Program ((TaG - Math & Science and Liberal Arts Program) • Middle School (Cycle 1) Program • Français, langue seconde de base et enrichi in high schools only • Français, langue d'enseignement • Work Oriented Training Pathways | <p>Priority is given to students living in the following municipalities, boroughs or areas:</p> <ul style="list-style-type: none"> • Brossard • Greenfield Park • Saint-Hubert (Part – Laflèche area and walkers) |
| <p>Courtland Park International</p> <p>Offers an all-inclusive Bilingual International Baccalaureate Primary Years Program for Kindergarten through Cycle III Elementary.</p> | <p>Bilingual International Baccalaureate Primary Years Program:</p> <p>Priority is given to students living in the following municipalities, boroughs or areas:</p> <ul style="list-style-type: none"> • Carignan: the streets located in the development adjacent to route 116 and known as Carignan-sur-le-golf; namely, Antoine-Forestier and Jean-de-Fonblanche • Saint-Basile-le-Grand • Saint-Bruno-de-Montarville • Sainte-Julie |
| <p>Good Shepherd</p> <p>Offers an English Program for 4-Year-Old Kindergarten, Kindergarten through Cycle III Elementary.</p> | <p>English Program:</p> <p>Priority is given to students domiciled in the following municipalities, boroughs or areas:</p> <ul style="list-style-type: none"> • All of the City Brossard except those students domiciled on the following four streets: Allard, Albert, Alcide and Aylmer • The borough of Saint-Hubert in the City of Longueuil, except for the part known as Laflèche |



Riverside School Board

PROGRAMS AND SCHOOL ZONES FOR ~~2019-2020~~ 2020-2021

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| <p>Greenfield Park International</p> <p>Offers an Immersion International Baccalaureate Primary Years Program for Cycle I (grade 1) (through Cycle III (grade 6) Elementary</p> | <p>Immersion International Baccalaureate Primary Years Program:</p> <p>Please note that transportation is only provided to students domiciled in the Borough of Greenfield Park and those students domiciled on the following four streets in the City of Brossard: Albert, Alcide, Allard and Aylmer.</p> |
| <p>Harold Napper</p> <p>Offers the following programs for Kindergarten through Cycle III Elementary:</p> <ul style="list-style-type: none"> • English Program • French Immersion Program | <p>English Program and French Immersion Program:</p> <p>Priority is given to students domiciled within the following areas of the City of Brossard:</p> <ul style="list-style-type: none"> • Sector B • Sector C • Sector I • Sector J • Sector L • Sector M • Sector N • Sector O |
| <p>Harold Sheppard</p> <p>Offers an English Program for 4-Year-Old Kindergarten, Kindergarten through Cycle III Elementary.</p> | <p>English Program:</p> <p>Priority is given to students living in the following municipalities, boroughs or areas:</p> <ul style="list-style-type: none"> • Contrecoeur • Massueville • Saint-Aimé • Saint-Bernard-de-Michaudville • Saint-David • Saint-Gérard-Majella • Saint-Joseph-de-Sorel • Saint-Jude • Saint-Louis • Saint-Marcel-de-Richelieu • Saint-Michel-d'Yamaska • Saint-Ours • Saint-Robert • Saint-Roch • Sainte-Anne-de-Sorel • Sainte-Victoire-de-Sorel • Sorel-Tracy • Yamaska • Yamaska Est |



Riverside School Board

PROGRAMS AND SCHOOL ZONES FOR ~~2019-2020~~ 2020-2021

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| Heritage – Secondary Education Program | Priority is given to students domiciled within the municipalities, boroughs or areas that are not zoned to other Riverside School Board high schools: | | |
| Offers the following programs: | | | |
| <ul style="list-style-type: none">• General Studies Program• Work-Oriented Training Pathways• Fine Arts Focus• Sports Concentration• International Baccalaureate Middle Years Program• iCan Program (Innovative Computer Applications and Networking program)• Français, langue seconde de base et enrichi• Français, langue d'enseignement | <ul style="list-style-type: none">• Beloeil• Boucherville• Calixa-Lavallée• Candiac• Carignan• Chambly• Contrecoeur• Delson• La Prairie• La Présentation• Massueville• Marieville• McMasterville• Mont-Saint-Hilaire• Notre-Dame-de-Bon-Secours• Notre-Dame-de-Saint-Hyacinthe• Otterburn Park• Richelieu• Rougemont• Saint-Aimé• Saint-Amable• Saint-Antoine-sur-Richelieu• Saint-Barnabé-Sud• Saint-Basile-le-Grand• Saint-Bernard-de-Michaudville• Saint-Bruno-de-Montarville• Saint-Charles-sur-Richelieu | <ul style="list-style-type: none">• Saint-Constant• Saint-Damase (P & V)• Saint-David• Saint-Denis-sur-Richelieu• Saint-Dominique• Saint-Édouard• Saint-Gérard-Majella• Saint-Hubert (Part – excluding the Laflèche area, walkers to CRHS and the Sentiers du ruisseau area)• Saint-Hugues• Saint-Hyacinthe• Saint-Hyacinthe-le-Confesseur• Saint-Isidore• Saint-Jean-Baptiste• Saint-Joseph-de-Sorel• Saint-Jude• Saint-Liboire• Saint-Louis• Saint-Marc-sur-Richelieu• Saint-Marcel-de-Richelieu• Saint-Mathias-sur-Richelieu• Saint-Mathieu• Saint-Mathieu-de-Beloeil• Saint-Michel• Saint-Michel-de-Rougemont | <ul style="list-style-type: none">• Saint-Michel-de-Yamaska• Saint-Ours• Saint-Philippe• Saint-Pie (P & V)• Saint-Rémi• Saint-Robert• Saint-Roch-de-Richelieu• Saint-Simon• Saint-Thomas-d'Aquin• Saint-Valérien-de-Milton• Sainte-Angèle-de-Monnoir• Sainte-Anne-de-Sorel• Sainte-Catherine• Sainte-Hélène-de-Bagot• Sainte-Julie• Sainte-Madeleine• Sainte-Marie-de-Monnoir• Sainte-Marie-Madeleine• Sainte-Rosalie (P & V)• Sainte-Victoire-de-Sorel• Sorel-Tracy• Varennes• Verchères• Yamaska• Yamaska Est |



Riverside School Board

PROGRAMS AND SCHOOL ZONES FOR ~~2019-2020~~ 2020-2021

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| John Adam Offers the following programs for Kindergarten through Cycle III Elementary: <ul style="list-style-type: none">• English Program• French Immersion Program | English Program and French Immersion Program: Priority is given to students living in the following municipalities, boroughs or areas: <ul style="list-style-type: none">• Delson• Saint-Constant• Saint-Édouard• Saint-Isidore• Saint-Michel• Saint-Rémi |
| Mount Bruno Offers a French Immersion Program for Kindergarten through Cycle III Elementary. | French Immersion Program: Priority is given to students living in the following municipalities, boroughs or areas: <ul style="list-style-type: none">• Beloeil*(see Grandfather Clause at end of document)• Carignan: only the sector located north of route 112, with the following exceptions*(see Grandfather Clause at end of document):<ul style="list-style-type: none">• Bachand Street, between chemin Bellerive and chemin Bellevue• chemin Bellerive• Islands Goyer, aux Lièvres and Demers• Chambly-sur-le-Golf• Lareau Street, Bouthillier Street as well as the part of chemin de Chambly located in Carignan• McMasterville*(see Grandfather Clause at end of document)• Saint-Amable• Saint-Basile-le-Grand• Saint-Bruno-de-Montarville• Sainte-Julie• Saint-Marc-sur-Richelieu• Saint-Mathieu de Beloeil |



Riverside School Board

PROGRAMS AND SCHOOL ZONES FOR ~~2019-2020~~ 2020-2021

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| <p>Mountainview</p> <p>Offers the following programs for Kindergarten through Cycle III Elementary:</p> <ul style="list-style-type: none"> English Program French Immersion | <p>English Program and French Immersion Program:</p> <p>Priority is given to students living in the following municipalities, boroughs or areas:</p> <ul style="list-style-type: none"> La Présentation Marieville Notre-Dame-de-Saint-Hyacinthe Otterburn Park Richelieu*(see Grandfather Clause at end of document) Rougemont Saint-Barnabé-Sud Saint-Charles-sur-Richelieu Saint-Damase (P & V) Saint-Denis-sur-Richelieu Saint-Dominique Saint-Hilaire Saint-Hugues Saint-Hyacinthe Saint-Hyacinthe-le-Confesseur Saint-Jean-Baptiste Saint-Liboire Saint-Mathias*(see Grandfather Clause at end of document) Saint-Michel-de-Rougemont Saint-Pie Saint-Simon Saint-Thomas-d'Aquin Saint-Valérien-de-Milton Sainte-Angèle-de-Monnoir Sainte-Hélène-de-Bagot Sainte-Madeleine Sainte-Marie-de-Monnoir Sainte-Marie-Madeleine Sainte-Rosalie (P & V) |
| <p>REACH</p> <p>Offers:</p> <ul style="list-style-type: none"> English Program - Special Education for students aged 5 to 21 years. Children who are 4 years of age may receive a derogation for an early entry to Kindergarten. Work-Oriented Training Pathways | <p>Students are admitted to REACH based on the recommendation of Complementary Services in consultation with the school administration and the student's home school.</p> <p>Priority is given to students domiciled within the territory of Riverside School Board and who are assigned to this school because of a requirement for special education.</p> |



Riverside School Board

PROGRAMS AND SCHOOL ZONES FOR ~~2019-2020~~ 2020-2021

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| Royal Charles Offers a French Immersion Program for Kindergarten through Cycle III Elementary. | French Immersion Program: Priority is given to students domiciled within the borough of Saint-Hubert in the City of Longueuil, in the area bounded by Montée Saint-Hubert, Davis Boulevard, Gaetan-Boucher Boulevard, Cousineau Boulevard, Autoroute 30 and Grande-Allée Boulevard. |
| St. Johns Offers the following Programs for Kindergarten through Cycle III Elementary <ul style="list-style-type: none">• English Program• Bilingual Program Offers the following Programs in Secondary I to V: <ul style="list-style-type: none">• General Program• Français, langue seconde de base et enrichi• Français, langue d'enseignement | All Programs at the elementary and secondary level: Priority is given to students living in the following municipalities, boroughs or areas: <ul style="list-style-type: none">• Iberville• L'Acadie• Lacolle• Mont-Saint-Grégoire• Napierville• Notre-Dame-du-Mont-Carmel• Saint-Alexandre• Saint-Athanase• Saint-Blaise-sur-Richelieu• Saint-Cyprien-de-Napierville• Saint-Jacques-le-Mineur• Saint-Jean-sur-Richelieu• Saint-Luc• Saint-Paul-de-l'Île-aux-Noix• Saint-Valentin• Sainte-Anne-De-Sabrevois |



Riverside School Board

PROGRAMS AND SCHOOL ZONES FOR ~~2019-2020~~ 2020-2021

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| <p>St. Jude</p> <p>Offers the following programs for Kindergarten through Cycle III Elementary:</p> <ul style="list-style-type: none"> • English Program • French Immersion Program • 4-Year-Old Kindergarten • Passe-Partout Program for 4 year olds | <p>English Program:</p> <p>Priority is given to students living in the following municipalities, boroughs or areas:</p> <ul style="list-style-type: none"> • Greenfield Park • Brossard: <ul style="list-style-type: none"> • Sector P • Sector V • Sector T • Sector A - Students domiciled on the following four streets: Albert, Alcide, Allard and Aylmer • Saint-Hubert: area formerly known as Laflèche • La Prairie: <ul style="list-style-type: none"> • The sector located within: Route 132, chemin Saint-José, Boulevard Taschereau and St-Jacques river • The sector located within: chemin de St-Jean, boulevard Taschereau, St-Jacques river and highway 30 • Any new development situated by the highway 30 on the southside of chemin de St-Jean, including Symbiocité <p>French Immersion Program:</p> <p>Priority is given to students living in the following municipalities, boroughs or areas:</p> <ul style="list-style-type: none"> • Greenfield Park • Brossard: <ul style="list-style-type: none"> • Sector A • Sector P • Sector V • Sector T • Sector M • Sector N • Sector O • La Prairie: <ul style="list-style-type: none"> • The sector located within: Route 132, chemin Saint-José, Boulevard Taschereau and St-Jacques river • The sector located within: chemin de St-Jean, boulevard Taschereau, St-Jacques river and highway 30 • Any new development situated by the highway 30 on the southside of chemin de St-Jean, including Symbiocité. |
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Riverside School Board

PROGRAMS AND SCHOOL ZONES FOR ~~2019-2020~~ 2020-2021

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| <p>St. Lambert</p> <p>Offers the following programs for 4-Year-Old Kindergarten, Kindergarten through Cycle III Elementary:</p> <ul style="list-style-type: none"> • English Program • French Immersion Program | <p>English Program and French Immersion Program:</p> <p>Priority is given to students living in the following municipalities, boroughs or areas:</p> <ul style="list-style-type: none"> • Brossard: <ul style="list-style-type: none"> • Sector P • Sector R • Sector S • Sector T • Sector V • Le Moyne • Longueuil – the area situated southwest of Taschereau Boulevard (St. Lambert side of Taschereau) • Saint-Lambert |
| <p>Saint-Lambert International (an all-inclusive International Baccalaureate Middle Years school)</p> <p>Offers the following Programs:</p> <ul style="list-style-type: none"> • General Studies Program • Français, langue seconde de base et enrichi • Français, langue d'enseignement | <p>Priority is given to students living in the following municipalities, boroughs or areas:</p> <ul style="list-style-type: none"> • Le Moyne • Longueuil • Saint-Hubert (Sentiers du ruisseau only) • Saint-Lambert |



Riverside School Board

PROGRAMS AND SCHOOL ZONES FOR ~~2019-2020~~ 2020-2021

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| St. Lawrence Offers the following programs for 4-Year-Old Kindergarten , Kindergarten through Cycle III Elementary: <ul style="list-style-type: none">• English Program• French Immersion Program | English Program: Priority is given to students living in the following municipalities, boroughs or areas: <ul style="list-style-type: none">• Candiac• La Prairie• Delson, only North of route 132• Saint-Mathieu• Saint-Philippe• Sainte-Catherine French Immersion Program: Priority is given to students living in the following municipalities, boroughs or areas: <ul style="list-style-type: none">• Candiac• La Prairie• Delson, only North of route 132• Saint-Mathieu• Saint-Philippe• Sainte-Catherine• Saint-Constant, only the students residing in the following sectors:• The sector located within Highway 730, montée Saint-Régis, Sainte-Catherine Street (included) and the train tracks• The sector located within Highway 730, Route 132, Boulevard Monchamp (included), Sainte-Catherine Street (included) and the train tracks |
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Riverside School Board

PROGRAMS AND SCHOOL ZONES FOR ~~2019-2020~~ 2020-2021

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| St. Mary's Offers the following programs for Kindergarten through Cycle III Elementary: <ul style="list-style-type: none">• English Program• French Immersion Program• 4-Year-Old Kindergarten | English Program and French Immersion Program: Priority is given to students domiciled within the borough of Vieux-Longueuil in the City of Longueuil, with the exception of the area of the borough of Longueuil situated southwest of Taschereau Boulevard (Saint-Lambert side of Taschereau). Priority is also given on a provisional basis to students domiciled in the Sentiers du ruisseau area in the borough of Saint-Hubert until new housing developments are constructed in this area, at which time new students will be transported to Terry Fox School. |
| Terry Fox Offers a French Immersion Program for 4-Year-Old Kindergarten , Kindergarten through Cycle III Elementary. | French Immersion Program: Priority is given to students domiciled within a part of the borough of Saint-Hubert in the City of Longueuil bounded as follows: starting from a point at the intersection of Taschereau Boulevard and Sir-Wilfrid-Laurier Boulevard (Hwy. 116), Sir-Wilfrid-Laurier Boulevard, the extension of Julien-Lord Boulevard, that Boulevard, Vauquelin Boulevard and its extension, the boundary of the borough of Saint-Hubert in the City of Longueuil, Grande-Allée Boulevard, Autoroute 30, Cousineau Boulevard, Gaetan-Boucher Boulevard and Davis Boulevard, Montée St. Hubert, Grande Allée Boulevard, the CN railroad heading northeast, the CN railroad heading northwest, Soucy Street and its extension (including Mackay, Mance, de Mont-Royal streets and Grand Boulevard), Taschereau Boulevard to the starting point. The Sentiers du ruisseau area in the borough of Saint-Hubert is excluded provisionally until new housing developments are constructed in the area, at which time new students will be transported to Terry Fox School. Carignan: Désourdy, the sector located on the southside of route 112 and adjacent to the borough of Saint-Hubert and including Lareau Street, Bouthillier Street, and the part of chemin de Chambly located in Carignan *(see Grandfather Clause at end of document) . |



Riverside School Board

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| William Latter Offers the following programs from 4-Year-Old Kindergarten , Kindergarten through Cycle III Elementary. <ul style="list-style-type: none">• English Program• French Immersion Program | English Program: Priority is given to students living in the following municipalities, boroughs or areas: <ul style="list-style-type: none">• Carignan except for the following :<ul style="list-style-type: none">• the streets located on the development adjacent to route 116 and known as Carignan-sur-le-golf; namely, Antoine-Forestier and Jean-de-Fonblanche• Chambly French Immersion Program: Priority is given to students living in the following municipalities, boroughs or areas: <ul style="list-style-type: none">• Carignan except for the following sectors *(see Grandfather Clause at end of document):<ul style="list-style-type: none">• The sector located on the northside of Route 112 (excluding Islands Goyer, aux Lièvres and Demers, as well as the residential sector on the border of rue Daigneault de Chambly called Chambly sur le golf) Bellerive Street, Bachand Street between Bellevue Street and Bellerive Street• Désourdy which is the sector located on the south side of route 112 and adjacent to the borough of Saint-Hubert and including Lareau Street, Bouthillier Street and the part of chemin de Chambly located in Carignan• Chambly |
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Riverside School Board

PROGRAMS AND SCHOOL ZONES FOR ~~2019-2020~~ 2020-2021

*Grandfather Clause:

This Grandfather Clause only applies to specific sectors within the following schools:

- Mount Bruno School
- Mountainview School
- Terry Fox School
- William Latter School

Regarding the rezoning that took place at the beginning of the 2018-2019 school year, the grandfathering of Grade 5 and 6 students in 2018-2019 and the Grade 6 students in 2019-2020 is concluded.

Students affected by the rezoning who are entering Grades 3 to 6 in the 2020-2021 school-year, can maintain their "Special Status out-of-zone" and continue at the school they have attended since 2017-2018 unless school capacity is reached. Transportation will no longer be provided. Students may switch to their in-zone school with transportation provided.

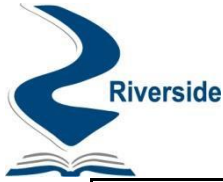
In the 2020-2021 school year, new students will be zoned to their in-zone schools. Sibling of "Special Status out-of-zone" students will be considered before any other new out-of-zone students so as to attend the same school as their siblings.

~~This Grandfather Clause only applies to specific sectors within the following schools:~~

- ~~▪ Mount Bruno School~~
- ~~▪ Mountainview School~~
- ~~▪ Terry Fox School~~
- ~~▪ William Latter School~~

Harold Napper School:

Students who had «Special Status In-zone » in the 2019-2020 school year will henceforth have « Special Status Out-of-Zone » and can continue at Harold Napper School unless capacity is reached. Transportation will no longer be provided.



Riverside School Board

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| Policy Name: | Policy on the Security of Information |
| Policy Number: | BXXX-20191217 |
| Date Submitted to Executive: | October 1, 2019 |
| Date received at Council: | October 15, 2019 |
| Consultation Period: | October 18, 2019 – December 2, 2019 |
| Date Approved by Council: | XXX |

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1. CONTEXT

The Act Respecting the Governance and Management of the Information Resources of Public Bodies and Government Enterprises (AGMIR, LRQ, Bill 133) and the [*Directive sur la sécurité de l'information gouvernementale*](#) (DSIG, a directive of the Québec Treasury Board applicable to school boards) impose obligations on educational institutions in their capacity as public bodies.

The *Directive sur la sécurité de l'information gouvernementale* requires that school boards adopt, implement, update and enforce an information security policy—whose main provisions are set out in the government's directive—specifically through formal information security processes that make it possible to manage risks, access to information and incidents. This means that every school board must fulfill two roles by naming an information security manager (RSI) and two (2) sector coordinators for incident management (CSGI).

This policy enables Riverside School Board to achieve its missions, maintain its reputation, comply with legal requirements, and reduce risks while protecting the information it creates or receives (and for which it is responsible). This information pertaining to human, physical, technological and financial resources is accessible in digital and non-digital formats; risks threatening the accessibility, integrity and privacy of that information can have consequences that compromise:

- The life, health or wellbeing of individuals
- The protection of personal information and privacy
- The delivery of services to the public
- The image of the school board and of the government.

2. OBJECTIVES

The goal of this policy is to affirm the school board's commitment to fully discharge its obligations pertaining to the security of information, wherever it is stored and however it is communicated. More specifically, the school board is responsible for:

- The availability of information when and how authorized persons require it;
- The integrity of information such that it is neither destroyed nor altered in any way without authorization and that the medium used to store it provides the desired stability and sustainability;
- The privacy of information by limiting its disclosure and use to authorized persons, especially when it contains personal information.

The school board has therefore adopted this policy in order to orient and define its vision, which is detailed in the school board's management framework for information security.

3. LEGAL AND ADMINISTRATIVE FRAMEWORK

This security policy is governed primarily by the following:

- The *Charter of human rights and freedoms* (LRQ, c. C-12)
- The *Education Act* (LRQ, c. I-13.3)
- *Regulation respecting retention schedules, transfer, deposit and disposal of public archives* (LRQ, c. A-21.1, r.1)
- The *Civil Code of Québec* (LQ, 1991, c. 64)
- The *Policy Framework for the Governance and Management of the Information Resources of Public Bodies*
- The *Act respecting the governance and management of the information resources of public bodies and government enterprises* (LRQ, Bill 133)
- The *Act to establish a legal framework for information technology* (LRQ, c. C-1.1)
- The *Act respecting access to documents held by public bodies and the protection of personal information* (LRQ, c. A-2.1)
- The *Criminal Code* (R.S.C., 1985, c. C-46)
- The *Regulation respecting the distribution of information and the protection of personal information* (c. A-2.1, r. 2)
- The *Directive sur la sécurité de l'information gouvernementale*;
- The *Copyright Act* (R.S.C., 1985, c. C-42)
- The Riverside School Board Use of technology Policy, February 16, 2010
- The Riverside School Board Safe, Respectful and Drug-free Environment in schools Policy, January 30, 2018
- The Riverside School Board Policy to Prevent and Address Harassment January 30, 2018

4. SCOPE OF APPLICATION

This policy is intended for information users, i.e. all staff and any natural or legal person who, as an employee, consultant, partner, supplier, student or member of the public, uses the school board's information assets. All users have an obligation to protect information assets made available to them by the school board. To this end, users must:

- a) Be aware of this policy, as well as of any directives, procedures and other guidelines arising therefrom, comply with provisions therein, and undertake to do so by signing the attached declaration;
- b) Use the information assets made available to them solely for the intended purposes, and this in accordance with assigned access rights and only when necessary to the performance of their duties;
- c) Respect the security measures installed on their work station, and on any other equipment containing information that needs to be protected, and never modify their configuration or

deactivate them;

- d) Comply with legal requirements governing the use of products for which intellectual property rights may exist;
- e) Immediately report to their superior any act of which they become aware that may constitute a real or presumed violation of security regulations, as well as any problem that might threaten the security of the school board's information assets.

This refers to all information, digital and non-digital, that the school board holds in the context of its activities, whether storage of that information is managed by the school board or by a third party.

Please refer to the "Information Security Glossary" for a detailed list of roles and responsibilities.

5. GUIDING PRINCIPLES

The following guiding principles inform the school board's actions pertaining to information security:

- a) Develop a full understanding of the information that needs to be protected,
- b) Recognize the importance of the information security policy;
- c) Understand that the technological environment for digital and non-digital information assets changes constantly and is interconnected with the world;
- d) Protect information throughout its life cycle (creation, processing, destruction);
- e) Ensure that employees have access only to information that is required to perform their normal duties;
- f) The use of digital and non-digital information assets must be governed by a policy or directive that explains the appropriate procedure to follow and sets out what is permitted and what is not.

6. RISK MANAGEMENT

An up-to-date categorization of information assets serves to support risk analysis by identifying the value of the information to be protected.

Management of the risks associated with the security of digital and non-digital information falls within the school board's overall risk management process. Risks with governmental implications are covered by the *Directive sur la sécurité de l'information gouvernementale*. Risk analysis also includes the purchase, development and operation of information systems by specifying security measures to be implemented as part of the system's deployment in the school board environment.

The level of protection of information is determined by:

- The nature of the information and its importance
- The probability of an accident, error or malicious act to which the information is exposed
- The consequences should such a risk materialize
- The level of risk deemed acceptable by the school board.

7. INCIDENT MANAGEMENT

The school board adopts information security measures in order to ensure the continuity of its services. To that end, it implements measures needed to achieve the following goals:

- Limit the occurrence of information security incidents
- Properly manage such incidents in order to minimize the consequences and re-establish activities or operations

Information security incidents with governmental implications are to be reported to the MÉES in compliance with the *Directive sur la sécurité de l'information gouvernementale*.

In managing incidents, the school board may exercise its powers and prerogatives with respect to any improper use of the information it holds or of its information systems.

8. DIRECTIVES

Plan to review each of the following directives according to a predetermined schedule and update them as required.

A. Access Management

The management of physical access needs to be planned, supervised and controlled in order to protect the availability, integrity and privacy of digital and non-digital information. This management must include the approval, revalidation and destruction of accesses, as well as the archiving of evidence of those management processes for future audits.

B. Vulnerability Management

The school board implements measures to keep its computer park up to date in order to minimize the vulnerability of its digital and non-digital information assets and reduce the probability of a cyber attack. Measures must be taken to warn of vulnerabilities originating with suppliers so that these can be corrected.

C. Backup Management

The school board must develop a backup strategy to guard against the loss of digital and non-digital information. This strategy must include keeping copies, error messages generated when

making copies, and copy restoration testing at appropriate intervals.

D. Business Continuity

The school board must develop a business continuity strategy in order to respond should an incident interrupt the delivery of a service. This strategy must be tested at appropriate intervals and any discrepancies corrected.

E. Protection of the Network Perimeter

The school board must plan penetration testing and vulnerability scanning to identify entry points that could allow inappropriate access to individuals or malware. Furthermore, a system to prevent and detect intrusions must be put in place to increase the level of protection. In addition, the school board can reduce the likelihood of a virus or attack spreading by segmenting its network.

F. Use of Personal Devices (B.Y.O.D.)

A directive on the use of personal devices (Tablets, smartphone, etc.) for performing one's duties must be developed to govern this practice, for it is essential that school board data be protected.

The parties must sign an agreement setting out their respective responsibilities and, in the event of the theft or loss of a device, authorizing the school board to erase its data on the missing device.

G. Protection of Non-Digital Information Assets

The school board must issue a directive on the protection of non-digital information assets primarily found in filing cabinets and printers. A culture of keeping offices orderly must be developed. These non-digital assets can be transported and produced in multiple copies. The notions of archiving and destruction must be taken into account in developing this directive. Protection measures should include managing physical access to rooms, printers and other areas where non-digital information assets are kept. The directive addressing perimeter protection should provide for intrusion testing, as well as for protective measures during the transit of information from one site to another.

H. Supplier Management

The school board must introduce a supplier management process to ensure that suppliers are not the source of incidents, the disclosure or loss of information, or viruses entering the network. To achieve this, an agreement must be signed stipulating that the supplier is committed to meeting the school board's cybersecurity requirements and that the school board is entitled to view the results of supplier audits (3416, SOC2, etc.). This agreement must also stipulate the objectives and level of service to be received from the supplier. Suppliers have access to sensitive school board information, and a confidentiality agreement must therefore be signed with each one in order to reduce the risk of disclosure of that information.

I. The Internet of Things (IOT)

The school board must put in place a process to oversee the IOT including tenfold cyber attack strike force of the type of a Distributed Denial of Services (DDOS), increase the surface of attack and personal data can be stored in a much more number of places.

9. AWARENESS RAISING AND TRAINING

Information security depends largely on regulating personal conduct and ensuring individual accountability. For this reason, the members of the school board community must be trained and made aware of:

- Information security and the school board's information systems
- Security directives
- Risk management
- Incident management
- Existing threats
- The consequences of a security breach
- Their role and responsibility in matters of security.

To this end, awareness-raising and training activities are organized periodically. In addition, explanatory documents are available on the school board's website.

10. SANCTIONS

Any school board employee who contravenes the legal framework, this policy or the information security measures resulting from it is subject to sanctions in accordance with the nature, severity and consequences of the contravention as prescribed by applicable law or internal disciplinary regulations (including those stipulated in collective agreements and the school board by-laws).

Suppliers, partners, guests, consultants and external organizations are subject to these sanctions.

11. POLICY DISTRIBUTION AND UPDATES

The RSI, with the support of the Information Security Working Committee, is responsible for distributing and updating this policy. The information security policy shall be reviewed periodically in accordance with updates made to it.

12. EFFECTIVE DATE

This policy came into effect on the date it was adopted by the Council of Commissioners, specifically on Month DD, YYYY.

INFORMATION SECURITY

GLOSSARY

Author:

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General Directorate of the “ABC” School Board
School Board Information Security Project (SICS)

HISTORY

| Author | Role | Description | Date |
|---------------|--------------------|---|------------|
| André Bachand | Senior Advisor, IS | Creation | 2017-11-28 |
| André Bachand | Senior Advisor, IS | <p>Modifications to the definitions of:</p> <p>accountability, confidential information, CSGI, information holder, information security measure, RSI security incident with government implications,</p> <p>Deletion of the definition of:</p> <p>information asset manager</p> | 2018-03-20 |

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Accountability

The principle by which an action/activity can be unequivocally attributed to the entity responsible (non-repudiation).

Authentication

Used to confirm the identity of a person or to identify a document or device.

Authority register

The directory, log or file in which the assignments and delegations of authority for the purpose of managing information security, as well as the associated responsibilities, are officially recorded.

Authorization

Assignment by the school board to an individual or group of the right to access, in whole or in part, specific information or an information system.

Availability

The property of information of being available when and how it is required by an authorized user.

Categorization

The process of assigning a value to certain characteristics of information so as to qualify its degree of sensitivity in terms of availability, integrity and confidentiality, and, consequently, the appropriate level of protection required.

Compensatory measure

A concrete measure that serves to reduce the probability of a risk materializing due to noncompliance.

Confidential information

Information whose access is subject to one or more restrictions set out in the *Act respecting Access to documents held by public bodies and the Protection of personal information* and the *Privacy Act*

and requires the consent of the information holder before being disclosed to anyone.

Confidentiality

The property of information by which it is to be available and disclosed only to designated and authorized persons or entities.

Continuity plan

All planning measures identified and implemented for the purpose of re-establishing the availability of information that is vital to conducting a school board activity.

Digital information asset

Any information stored in digital form on one of the following media: disk, database, diskette, magnetic tape, cassette, USB key, flash drive, video, digital photograph, laptop, desktop, tablet, smartphone, etc. The information on the digital media asset may be written, erased, rewritten, encrypted or copied.

Document

A set of information stored on a medium. The information is delimited and structured, tangibly or logically depending on the support medium, and intelligible in the form of words, sounds or images. The information may be rendered through any written means, including a system of symbols transcribed into an intelligible form or into another system of symbols. The notion of document includes any database whose structure can be used to create documents by delimiting and structuring the information it contains.

Duplicate entry for Information holder

Exemption

A form that has been completed and duly approved by the appropriate stakeholders authorizing an exception to a security requirement for a specified period of time after the risk, impact and any compensatory measures have been identified.

General Director

The General Director has overall responsibility for information security. See the nomination guide for more information.

General Secretary

General secretaries validate and approve IS policies. They prepare resolutions pertaining to nominations and policies and ensure compliance with the legislative framework.

Holder

An individual who has custody of part or all of one or more of the school board's information assets.

Human Resources Department

With respect to information security, the Human Resources Department ensures that all new employees of the school board are notified of the information security policy and that they agree to comply with the policy.

Incident

An event that jeopardizes or threatens to jeopardize the availability, integrity or confidentiality of information or, more generally, the security of information systems, especially by interrupting operations or reducing the quality of services.

Incident register

A log in which the nature of an information security incident, its impact, the underlying problem, and the measures taken to re-establish normal operations are recorded.

Information

Some kind of data recorded on a medium for the purpose of being stored, processed or communicated as an element of knowledge.

Information asset

Any asset containing digital or non-digital information, such as a database on a server or a paper document in a filing cabinet.

A piece or bank of information, an information system or medium, a document, an information technology or equipment, or a combination of any of the preceding, acquired or constituted by the school board that may be accessible with an information technology device (application, software package, educational software, database or information bank of textual, audio, symbolic or visual information stored on equipment or on an information medium, electronic mail system or voicemail system) or by a more traditional means such as a folder or filing cabinet. This includes information as well as tangible and intangible media used to process, transmit or store information for its intended purpose (computers, laptops, electronic tablets, smartphones, etc.), as well as information fixed on an analog medium such as paper.

Information holder

The information holder is the manager in the educational or administrative department authorized to oversee the accessibility, proper use and security of information assets for which their department is responsible. Consequently, there may be several information holders within a school board. They may delegate some or all of their responsibility to another member of the department. Information holders:

- Inform staff under their authority and third parties with whom the department deals of the information security policy and of provisions in the management framework so that they are aware of the need for compliance
- Collaborate actively in categorizing departmental information for which they are responsible and in analyzing risks
- Ensure the protection of information and information systems under their responsibility, and

further ensure that these are used by staff under their authority in compliance with the information security policy and any other provision in the management framework

- Ensure that information security requirements are taken into account in all purchasing processes and in every service contract under their responsibility, and further ensure that all consultants, suppliers, partners, guests, organizations and external firms agree to respect the information security policy and all the provisions in the management framework
- Report to the CSGI any threat to or incident involving the security of digital or non-digital information
- Collaborate in implementing any measure intended to improve information security or to remedy an information security incident, as well as any operation to verify the security of information assets
- Report to the CSGI any problem related to the application of the information security policy, including any real or apparent infraction by a staff member pertaining to the application of the information security policy

Information life cycle

All of the steps information goes through from creation—including recording, transfer, consultation, processing and transmission—until permanent storage or destruction in compliance with the school board's retention schedule.

Information security

The protection of information and information systems against risks and incidents.

Information security manager (RSI)

Person appointed by the Council of Commissioners to assume the position. The RSI has a strategic role and a relationship with senior management. He or she communicates to the school board orientations and priorities pertaining to information security and ensures that all school board stakeholders are on board and involved. See the nomination guide for more information.

Information security measure

A concrete means of ensuring the partial or total protection of the school board's information against one or more risks (major breakdown of the computer network or institutional servers, involuntary act, malicious act such as an intrusion into the computer system, disclosure or theft of documents, etc.) whose implementation is intended to reduce the probability of these risks materializing or to minimize the resulting losses.

Information security risk

The degree to which information or an information system is exposed to the threat of an interruption of or reduction in the quality of services, or a breach of the availability, integrity or confidentiality of information that may have consequences on any of the following: the delivery of services; the life, health or wellbeing of individuals; the respect of their fundamental rights to the protection of personal information and privacy; or the school board's image.

Information security risk with governmental implications

A threat to the availability, integrity or confidentiality of government information that could have consequences on the delivery of public services; the life, health or wellbeing of individuals; the respect of their fundamental rights to the protection of personal information and privacy; the image of the government; or the delivery of services provided by other public organizations.

Information system

All organized means put in place to collect, store, process, communicate, protect or delete information in order to meet a specific need, specifically including applications, software and software packages, information technologies and the procedures used to carry out these functions.

Information technology

Any software or electronic equipment, or combination thereof, used to collect, store, process, communicate, protect or delete information in any form (text, symbol, audio or visual).

Information Technology Department

In matters of information security, the Information Technology Department is in charge of information security requirements with respect to the operation of information systems, as well as in projects to develop or acquire information systems. Specifically, the Department:

- Participates actively in analyzing risks, evaluating needs and measures to be implemented, and anticipating any security threats to information systems using information technologies
- Takes appropriate measures to respond to any information security threat or incident, e.g. the temporary interruption or revocation, when circumstances so require, of the services of an information system using information technologies in order to ensure the security of the information concerned
- Participates in conducting inquiries authorized by the General Director into real or apparent contraventions of the information security policy.

Integrity

The property of information by which it is never altered or destroyed without authorization or accidentally and is stored on a medium and preserved using means that ensure its stability and sustainability. Integrity refers to the accuracy and completeness of information.

Management framework

All of the components—policies, regulations, directives, procedures, recognized best practices or committees—that provide a framework for the school board's activities.

Material Resources Department

Together with the CSGI/RSI, the Material Resources Department participates in identifying traditional risks and physical security measures that will adequately protect the school board's non-digital information assets.

Non-digital information asset

Any information in a format other than digital, including paper, microfilm, film, printed photograph, etc.

- Once information has been produced on a non-digital media asset, it can no longer be erased, rewritten, encrypted or copied.
- Non-digital assets can be found in a room, on a wall, in a filing cabinet, in a briefcase, in a backpack.
- Non-digital assets can be easily transported.
- They can be produced in multiple copies and stored in more than one place.
- Keeping track of non-digital information assets is challenging.
- A non-digital asset that has been digitized is still deemed to be a non-digital asset.
- Non-digital information can vary from one copy to another. E.g., a student's IEP may be digitized at the outset and then digitized a second time once all the professionals involved have signed it.
-

Personal information

Information concerning a physical person that can be used to identify that person. Personal information of a public nature under law is not considered personal information for the purposes of the information security policy.

Recovery plan

The offsite restoration plan to be implemented when information assets deteriorate or are destroyed because of an incident requiring the transfer of operations to another place. The recovery plan describes the procedures designed to ensure, under conditions of continuity in line with the school board's survival criteria, the rapid and orderly application of relief measures, as well as the eventual restoration of normal operations once the damaged or destroyed assets have been repaired or replaced.

Sector coordinator for incident management (CSGI)

Individual appointed by the Council of Commissioners to assume the position. Working in close collaboration with the MÉES OCIM-Network, the school board's CSGI is responsible for tactical and operational actions. He or she provides the support the RSI requires to discharge their responsibilities and is the organization's official contact person for CERT/AQ. See the nomination guide for more information.

Security incident with governmental implications

The observable consequence of the materialization of an information security risk that could affect government operations by jeopardizing the availability, integrity or confidentiality of information and thereby negatively impact the life, health or wellbeing of individuals; the protection of personal information and privacy; the delivery of public services; or the image of the school board and government, and so require a harmonized response at the government level.

Traceability

Traceability refers to a situation in which sufficient information exists to know (possibly in retrospect) the content of an asset throughout the production, transformation and distribution chain, whatever the location, from the origin of the product to the end of its life cycle.

User

Any individual, employee, parent or other physical person who uses a digital or non-digital network to access information held by the school board for the purposes of carrying out its mission. School board staff and students are the primary users of school board information. All users of school board networks must comply with policies and directives in effect in a business or organization with which they are associated in the context of their professional activities or studies when they share information assets, information technology devices or information systems.

Security evaluation criteria for digital and non-digital information (for documents in any form)

Availability

The property of information of being available when and how it is required by an authorized user.

Integrity

The property of information by which it is never altered or destroyed without authorization or accidentally and is stored on a medium and preserved using means that ensure its stability and sustainability. Integrity refers to the accuracy and completeness of information.

Confidentiality

The property of information by which it is to be available and disclosed only to designated and authorized persons or entities



ORGANIZATIONAL FRAMEWORK FOR MANAGING THE RISKS OF CORRUPTION AND COLLUSION IN THE CONTRACT AWARDING PROCESS

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1. PREAMBLE

In response to the various recommendations of the Anti-Corruption Commissioner, the Charbonneau Commission and the Auditor General of Quebec as well as to the needs of public bodies, the Conseil du trésor adopted, on June 14, 2016, the *Directive concernant la gestion des risques en matière de corruption et de collusion dans les processus de gestion contractuelle* (hereinafter called the "**Directive**"). It came into force on September 1, 2016.

2. ORGANIZATIONAL FRAMEWORK OBJECTIVES

The objectives of this framework are to:

- Ensure a structured and standardized process to identify, analyze, evaluate, manage and monitor the risks of corruption and collusion arising from the activities of contract management processes; and to implement mitigating measures or controls;
- Specify the components of an annual plan to manage the risks of corruption and collusion;
- Define the roles and responsibilities of the various stakeholders in managing the risks of corruption and collusion in contract management processes.
- Define accountability mechanisms.

3. SCOPE

This framework applies to all employees involved in the contract management processes of the Riverside School Board (hereinafter called the "**School Board**").

4. REFERENCES

This framework has been established in accordance with the following documentation:

- *Directive concernant la gestion des risques en matière de corruption et de collusion dans les processus de gestion contractuelle*;
- *Policy on contractual rules enforcement authorities*;
- ISO 31000:2009 "Risk management – Principles and Guidelines"
- ISO 37001:2016 "Anti-bribery management systems – Requirements with guidance for use";
- COSO 2 – Enterprise Risk Management Framework;
- International standards for the professional practice of internal auditing (IIA).

5. DEFINITIONS

“Collusion”

A secret agreement between potential suppliers who get together to impede competition by price or production fixing, sharing sales or territories and/or by bid rigging.

“Conflict of interest”

Situation where business, financial, family political or personal interests could interfere with the judgment of persons in carrying out their duties for the organization¹. A conflict of interest may be perceived, potential or real.

“Consequence”

The impact of an event affecting objectives. Consequences can be expressed in terms of tangible and intangible repercussions.

“Internal control”

A process implemented at all levels of the School Board, which includes the Chief Executive Officers and intended to provide reasonable assurance regarding the achievement of objectives relating to the effectiveness and efficiency of operations, the reliability of financial operations and compliance with acts and regulations².

“Corruption”

Exchange or attempted exchange where, directly or indirectly, an undue advantage is offered, promised or granted by a corruptor, or requested, accepted or received by an office holder within the School Board in return for an act by the office holder within the School Board for the benefit of the corruptor.

“Risk management”

Activities coordinated for the purpose of controlling or mitigating the risks confronting the School Board.

“Stakeholder”

A person or organization that may either influence a decision or activity or be influenced or feel influenced by a decision or activity³.

“Annual Risk Management Plan”

A step in the organizational risk management framework, consisting of the following elements: organizational context, assessment of the current situation (risk identification, analysis and assessment), desired situation (mitigation action plan) and monitoring.

“Probability”

Measure of the chance of occurrence expressed as a number between 0 and 1, where 0 is impossibility and 1 is absolute certainty⁴.

¹ ISO 37001:2016 Anti-bribery management systems – Requirements with guidance for use;

² Committee of Sponsoring Organizations of the Treadway Commission (COSO – www.coso.org)

³ ISO 37001:2016

⁴ ISO Guide 73:2009. “Risk Management – Vocabulary”

Probability criteria: choice of five levels of probability ranging from rare (< 10 %) to virtually certain (> 75 %).

“Risk owner”

Person or entity with the accountability and authority to manage a risk.

“Risk”

Effect of uncertainty on the achievement of the School Board's objectives.

“Inherent risk”

Assessed level of risk in the absence of internal controls.

“Residual risk”

Assessed level of risk once internal controls are taken into account.

6. BENEFITS OF RISK MANAGEMENT

Risk management:

- Meets the needs of the School Board and the requirements of the Directive;
- Is an effective way to increase the School Board's resistance to corruption and collusion;
- Is a means of evaluating the control measures in place;
- Is an integral part of the overall management of the School Board and takes into account other organizational processes (strategic planning, internal codes of conduct, internal policies, etc.);
- Is based on the best information available;
- Protects the reputation and assets of the School Board.

7. ANNUAL RISK MANAGEMENT PLAN

The School Board shall adopt an annual plan to manage the risks of corruption and collusion in the contract management process. This plan must be adopted by the Chief Executive Officer of the School Board and includes:

- The organizational context, common ground in the fight against corruption and collusion, stakeholders, risk tolerance and risk appetite;
- An assessment of the current situation in terms of the corruption and collusion risks and control measures in place. This step includes the detection, analysis and assessment of risks;
- The desired situation, and in order to achieve this objective, the School Board must establish a risk mitigation plan, setting out the planned actions, the risk owner, the indicators associated with the measures, the desired target, the planned timetable and the measurement of results, if applicable.

8. ROLES AND RESPONSIBILITIES

8.1. The Chief Executive Officer:

- Approves this organizational framework and any update thereof;
- Ensures that the responsibilities and authorities of the relevant roles have been assigned to the strategic stakeholders, including the contracting rules enforcement authority (hereinafter the RARC) to detect, analyze and evaluate the risks of corruption and collusion in the contract management process;
- Approves the risks evaluated following the RARC's recommendations;
- Ensures that remedial actions are taken following recommendations from the internal audit, the Secrétariat du Conseil du trésor or the Permanent Anticorruption Unit (UPAC) regarding the control of risks of corruption and collusion.

8.2. The contracting rules enforcement authorities:

- Ensure that a plan to manage the risks of corruption and collusion is implemented;
- Report to the Chief Executive Officer the risks that have been identified and the process to manage the risks;
- Evaluate the control measures in place to address the risks of corruption and collusion;
- Evaluate the effectiveness of the mitigating measures and reports to the RARC.

8.3. The manager involved in the contract management process:

- Incorporates the management of corruption and collusion risks into their duties;
- Ensures accountability and the monitoring of risk mitigation measures under their responsibility;
- Informs the RARC of any vulnerability that could interfere with the achievement of the organization's objectives.

8.4. The resource involved in a contract management process:

- Shall possess reflexes to deal with situations that arise and Incorporate decision-making into their activities;
- May be called upon to participate in workshops to evaluate the risks of corruption and collusion.

9. REVISION OF THE ORGANIZATIONAL FRAMEWORK

The Framework shall be reviewed, if needed, particularly in the event of major changes that could impact it.

10. ACCOUNTABILITY

Accountability by the School Board shall include an annual risk assessment and monitoring of the actions taken to address risks deemed important. The Secrétariat du Conseil du trésor may ask that the report pertaining to this accountability be forwarded to it.

11. EFFECTIVE DATE

This Framework shall take effect the date it is approved by the Chief Executive Officer.



**2019-2020 and 2020-2021
Risk Management Plan
Concerning Corruption
and Collusion in
Contract Management
Processes**

LEGAL CONTEXT

On June 14, 2016, the Conseil du trésor adopted the *Directive concernant la gestion des risques en matière de corruption et de collusion dans les processus de gestion contractuelle* (hereinafter, the “Directive”). The Directive came into effect on September 1, 2016, and was enacted under section 26 of the *Act respecting contracting by public bodies* (CQLR, c. C-65.1).

In accordance with the Directive, the chief executive officer of each public body must:

- i. design and implement an organizational framework for managing corruption and collusion risks in contract management processes;
- ii. adopt, for each financial year, a risk management plan concerning corruption and collusion in contract management processes;
- iii. approve, not later than four (4) months following the end of each financial year, a monitoring and review report on the organizational framework.

The first annual risk management plan of the Riverside School Board (the School Board) must be adopted not later than December 31, 2019, and include the following elements:

- an assessment of corruption and collusion risks in contract management processes, whereby risks are detected, analyzed and evaluated;
- the provisions for handling risks, including risk mitigation measures.

ORGANIZATIONAL CONTEXT

Committed to applying best practices, the School Board has adopted guidelines in line with contract management processes. These guidelines are included in its *Policy on the Supply of Goods and Services*. The objective of this policy is to ensure compliance with all principles of sound management and the laws that apply, in order to promote transparency in contract management processes. The objectives of this policy apply to all employees of the School Board, in particular to those involved in contract management processes.

In addition to the *Policy on the Purchase of Goods and Services*, the School Board has implemented other measures aimed at supporting contract management processes, including the *Code of Conduct for All Employees of the Riverside School Board*, the *Delegation of Functions and Powers*, the *Code of Ethics and Professional Conduct for Commissioners*, the *Policy Governing the Disclosure of Wrongdoings* (and the related procedure for facilitating disclosures), and the *Procedure for Receiving and Examining Complaints Filed in the Course of the Tendering or Awarding Process for a Public Contract*.

The annual exercise of developing a risk management plan concerning corruption and collusion is a useful one. Identifying, analyzing and assessing risks allows us to obtain an overall view of our organization and to identify very concrete situations that are rooted in our management practices. It also provides us with a realistic picture of our current risk situation and to place these risks in order of importance (non-existent, low, average or high risk).

This structured and ongoing process will also enable us to manage and monitor risks and make sure that adequate and efficient control measures are in place.

RISK MITIGATION PLAN

| | Mitigation Measures | Implemented by | Indicator | Target | Deadline | Associated Risks |
|---|--|----------------------------|---|---|---------------|------------------|
| 1 | Do a follow-up of the framework regarding the Disclosure of Wrongdoings | Secretary General | Design a plan to publicize the Procedure on the Disclosure of Wrongdoing. | More visibility on the School Board's Website and in Schools, Centres and at the Board Office | June 30, 2021 | R 1.1 |
| 2 | Tighten measures pertaining to declaration of conflicts of interest | Secretary General | Define which employees will sign the declaration of conflict of interest. | Prepare a plan and identify which employees to target | June 30, 2021 | R 2.1, |
| | | | Put system in place to follow-up declared conflicts of interest. | Have a systematic follow-up for conflicts of interest | June 30, 2021 | |
| 3 | Prepare a knowledge map concerning the employees of the Human Resources Department | Human Resources Department | Conduct a detailed inventory of all knowledge acquired by staff within the Human Resources Department and considered essential for ensuring the continued operation of the Department.. The purpose of this exercise is to determine which knowledge is critical, as losing this knowledge would have negative consequences on the organization's operations. | Finish planning the knowledge mapping process for the Human Resources Department | June 30, 2021 | R 4.1 |
| | | | Finalize the knowledge map. | Knowledge map completed | June 30, 2021 | |

| | | | | | | |
|---|---|--------------------|--|--|---------------|--------|
| 4 | Analyze the amount of time given to respond to call for tenders | Material Resources | Make an inventory of the amount of times where an extension of the deadline was required and this in the last three years. | Produce a report indicating when such delays were required | June 30, 2021 | R 7.9 |
| 5 | Provide training on integrity | Material Resources | Reduce, if not eliminate, the number of contracts refused by the winning bidder. | Training provided on at least one occasion | June 30, 2021 | R 9.1 |
| 6 | Provide training and sensitize employees | Finance Department | Lessen the risk of fraudulent invoices. | Training provided on at least one occasion | June 30, 2021 | R 10.1 |

MANDATE

Special Education Parity Committee (SEPC)

- ☐ Give its point of view on the policy for the organization of educational services for at-risk students and students with handicaps, social maladjustments or learning disabilities;
- ☐ Make recommendations on the implementation of the policy and the methods for integrating students into regular groups, as well as the support services required for students' integration;
- ☐ Give its point of view on the services offered by Complementary Services;
- ☐ Verify all resources available under clause 8-9.01;
- ☐ Determine criteria for the allocation of resources to schools according to known needs among the schools;
- ☐ Each year a reserve (contingency fund) is maintained for additional services, to be distributed throughout the following school year;
- ☐ Receive and study reports from the school-level committees and make recommendations that deems appropriate within the resources available.

ACSSSN

Advisory Committee for Services to Students with Special Needs

187. The functions of the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities are

- (1) to advise the school board on a policy for the organization of educational services to handicapped students and students with social maladjustments or learning disabilities;
- (2) to advise the resource allocation committee and the school board on the allocation of financial resources to the services intended for those students;
- (3) to advise the school board on its commitment-to-success plan.

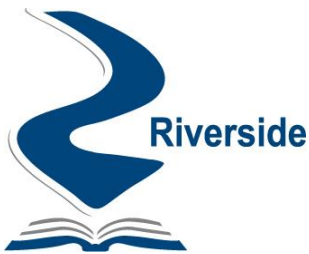
The committee may also advise the school board on the implementation of an individualized education plan for a handicapped student or a student with social maladjustments or learning disabilities.

1988, c. 84, s. 187; 1990, c. 78, s. 37, s. 54; 1997, c. 96, s. 33; 2016, c. 26, s. 32.

187.1. Each year, the school board shall inform the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities of the amount of the financial resources available for services intended for those students and of the allocation of those resources in light of the policies defined by the Minister.

The school board shall report each year to the committee and the Minister on requests for reconsideration made under section 9 relating to services for handicapped students and students with social maladjustments or learning disabilities.

2005, c. 43, s. 43.



Education Committee Mandate

To review, consider and make recommendations to the Council of Commissioners on all aspects of Technology and Curriculum, student evaluation and promotion pertaining to students registered in ~~Pre-Kindergarten~~, Kindergarten (4 and 5 year-old), elementary, secondary, adult general education and vocational training within the context of Safe and Caring Schools.

This would include:


- Changes and innovations brought to it by the Administration;
- new programs and/or legislation proposed by the Ministry of Education, ~~Higher Education and Research~~ that may affect the curriculum and/or pedagogy and implementation in the classroom;
- development, implementation and results-based management of educational matters related to the ~~Partnership Agreement and the Board Strategic Plan~~ board's Commitment-to-Success Plan;
- local programs made available to students in Riverside School Board and their implementation;
- Complementary Services will be invited to present a couple of times on programs and support services for students with special needs;
- professional development provided to teaching staff, administrators and support staff;
- pedagogical materials made available or required by schools;
- adult curriculum and vocational programs offered by the School Board;
- introduction of additional programs / options to meet the needs of the community;
- and all issues specifically referred by Council.

Revised



Annual report **2018-2019**

RIVERSIDE
SCHOOL BOARD



Our mission

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

Vision

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

Values

RESPECT for diversity, individual differences and the environment.

SUCCESS in fostering engagement, collaboration, lifelong learning.

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





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REPORT FROM THE CHAIR & *the director general*

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

DAN LAMOUREUX

Chairman
Riverside School Board

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



EDUCATIONAL

services

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

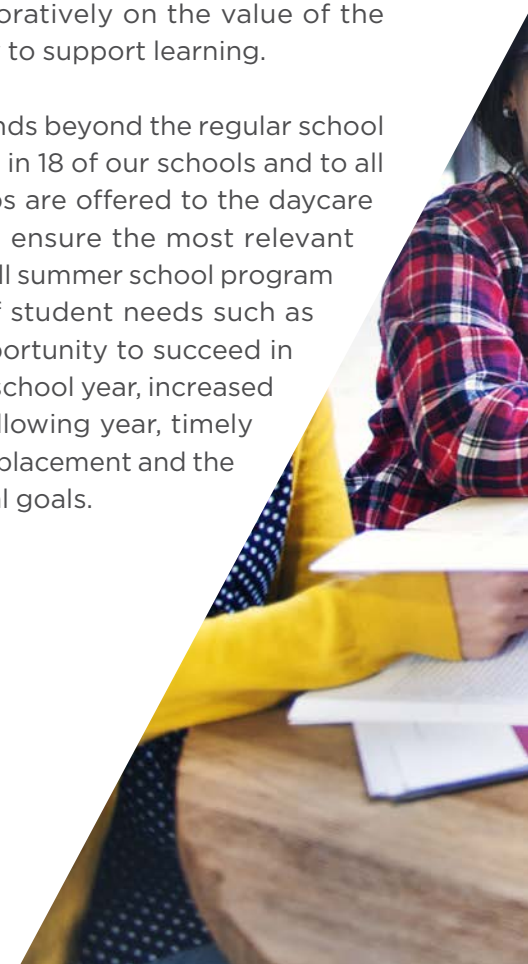
Within the Educational Services Department, the Curriculum Team is essential to the ongoing support of schools through the fostering of strong professional collaboration centered on student success. The curriculum consultants provide professional development aligned with the Commitment-to-Success Plan,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

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

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

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

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



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



COMPLEMENTARY

services

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

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

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

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

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

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

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

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

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



supporting
students

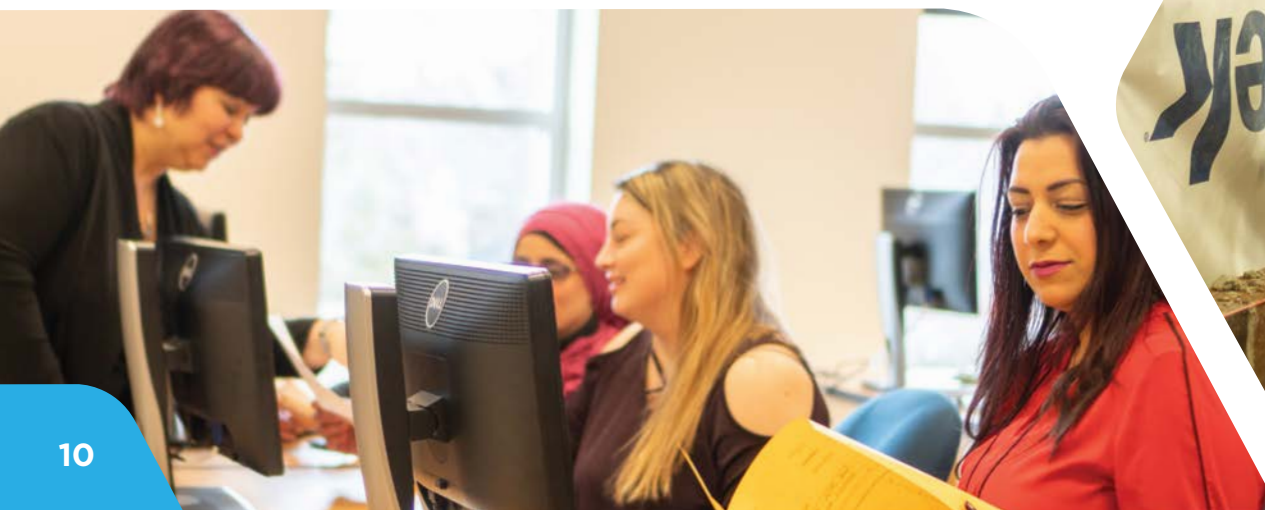
ADULT GENERAL EDUCATION (AGE)

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

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

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

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



VOCATIONAL *education*



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

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

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

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

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

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

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

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

COMMUNITY LEARNING CENTRES (CLCs)

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

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

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

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

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

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

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



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

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

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

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

INTERNATIONAL *students*



RIVERSIDE'S INTERNATIONAL STUDENT EDUCATION (RISE)

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

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

16
STUDENTS IN
VOCATIONAL
TRAINING

143
STUDENTS IN
HIGH SCHOOL
AND ELEMENTARY
SCHOOL

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

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

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

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



TECHNOLOGY

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

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

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

MORE THAN

150

DESKTOPS

OVER

400

IPAD
TABLETS

OVER

500

LAPTOPS

developing

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

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

27

BUILDINGS

\$8.5 million

IN MAJOR PROJECTS

projects

OTHER IMPORTANT *topics*



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

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


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

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

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

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

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



Dan Lamoureux
Chairman



Sylvain Racette
Director General



COUNCIL OF

commissioners

FALL 2018

DIVISION 1

PAMELA
BOOTH -
MORRISON
Belœil, Sorel-Tracy,
Varenes



DIVISION 2

DAWN
SMITH
Vieux-Longueuil



DIVISION 3

CHARLES
HORRELL
St-Bruno
Boucherville



DIVISION 4

ANNA
CAPOBIANCO
SKIPWORTH
Chambly, Carignan,
Otterburn Park



DIVISION 6

HENRIETTE
DUMONT
St-Hubert



DIVISION 7

ANDREW
MAZUR
Brossard One



DIVISION 8

MARGARET
GOUR
Brossard Two



DIVISION 9

GIOVANNI
GIUMMARRA
Roussillon



DIVISION 10

CHRISTOPHER
CRAIG
Greenfield Park



DIVISION 11

DEENA
BUTLER
St-Jean-sur-Richelieu
La Prairie



SECONDARY PARENT-COMMISSIONER

THERESA
AGUIAR



PARENT - COMMISSIONER AT-LARGE

ALEXANDRA
AUDET



ELEMENTARY PARENT-COMMISSIONER

PATRICK
MICHAUD



EHDAA PARENT-COMMISSIONER

CHERYL
COURTNEY



CHAIRMAN

DAN
LAMOUREUX



VICE CHAIRMAN DIVISION 5

LESLEY
LLEWELYN-
CUFFLING
Saint-Lambert



COUNCIL OF

commissioners

WINTER 2019

CHAIRMAN

DAN
LAMOUREUX



VICE CHAIRMAN DIVISION 5

LESLEY
LLEWELYN-
CUFFLING
Saint-Lambert



DIVISION 1

PAMELA
BOOTH -
MORRISON
Belœil, Sorel-Tracy,
Varennes



DIVISION 2

DAWN
SMITH
Vieux-Longueuil



DIVISION 3

CHARLES
HORRELL
St-Bruno
Boucherville



DIVISION 4

ANNA
CAPOBIANCO
SKIPWORTH
Chambly, Carignan,
Otterburn Park



DIVISION 6

HENRIETTE
DUMONT
St-Hubert



DIVISION 7

ANDREW
MAZUR
Brossard One



DIVISION 8

MARGARET
GOUR
Brossard Two



DIVISION 9

GIOVANNI
GIUMMARRA
Roussillon



DIVISION 10

CHRISTOPHER
CRAIG
Greenfield Park



DIVISION 11

DEENA
BUTLER
St-Jean-sur-Richelieu
La Prairie



SECONDARY PARENT-COMMISSIONER

THERESA
AGUIAR



PARENT-COMMISSIONER AT-LARGE

PAUL
DIONNE



ELEMENTARY PARENT-COMMISSIONER

PATRICK
MICHAUD



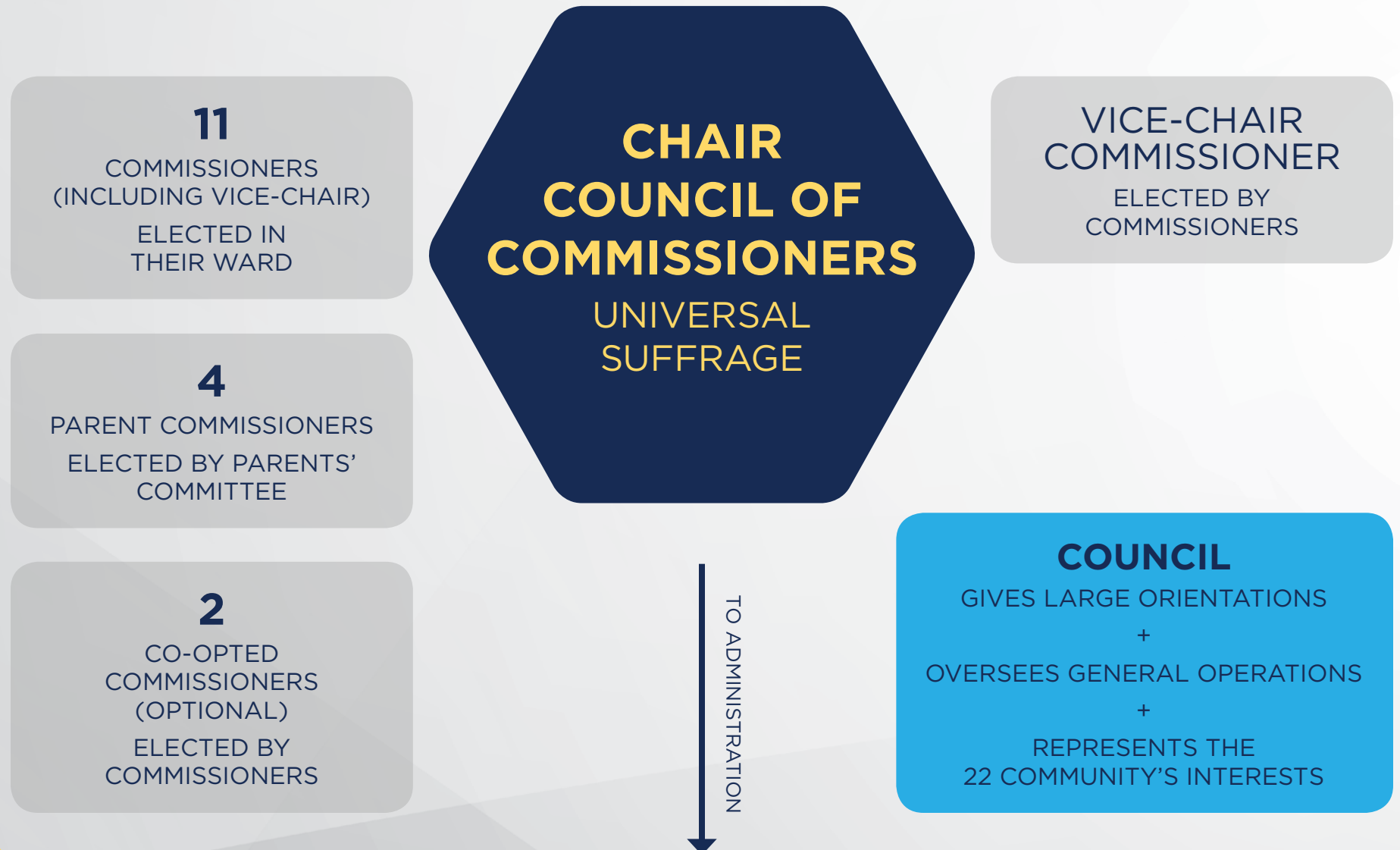
EHDAA PARENT-COMMISSIONER

CHERYL
COURTNEY



COUNCIL

organigram



ADMINISTRATION

organigram

FROM COUNCIL



**DIRECTOR
GENERAL**
HIRED BY COUNCIL
OF COMMISSIONERS

SECRETARY
GENERAL

DIRECTOR HUMAN
RESOURCES

DIRECTOR
EDUCATIONAL
SERVICES

DIRECTOR
COMPLEMENTARY
SERVICES

SCHOOL
PRINCIPALS

DIRECTOR
MATERIAL
RESOURCES

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

DIRECTOR
FINANCE
+
TRANSPORTATION



OUR
schools

*internationally
recognized*

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

4 YEAR-OLD *kindergarten class*

AN OPPORTUNITY FOR YOUR CHILD

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

ADMISSION REQUIREMENTS FOR 2018-2019:

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



CEDAR STREET ELEMENTARY

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



HAROLD SHEPPARD ELEMENTARY

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



ST. JUDE ELEMENTARY

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



ST. MARY'S ELEMENTARY

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



ELEMENTARY *schools*



BOUCHERVILLE ELEMENTARY

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



GOOD SHEPHERD ELEMENTARY

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



CEDAR STREET ELEMENTARY

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



GREENFIELD PARK INTERNATIONAL

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



COURTLAND PARK INTERNATIONAL

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



HAROLD NAPPER ELEMENTARY

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



HAROLD SHEPPARD ELEMENTARY

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



ROYAL CHARLES ELEMENTARY

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



JOHN ADAM ELEMENTARY

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



ST. JOHNS ELEMENTARY

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



MOUNT BRUNO ELEMENTARY

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



ST. JUDE ELEMENTARY

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



MOUNTAINVIEW ELEMENTARY

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



ST. LAMBERT ELEMENTARY

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

SPECIAL *education*



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



ST. MARY'S ELEMENTARY

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



REACH QUEEN

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



TERRY FOX ELEMENTARY

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



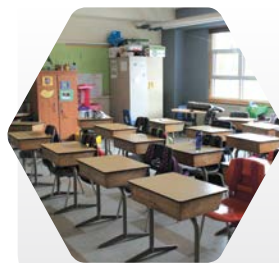
REACH GREEN

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



WILLIAM LATTER ELEMENTARY

KINDERGARTEN, GRADE 1 TO 6
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1300 Barré
Chambly (QC) J3L 2V4



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SECONDARY *schools*



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- French Mother Tongue Program
- Fine Arts Focus program
- iCan (computer technology program) instruction
- CFER Program



ST. JOHNS HIGH SCHOOL

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

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



CENTENNIAL REGIONAL HIGH SCHOOL

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

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

ADULT EDUCATION & vocational training



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VOCATIONAL STUDIES INSIDE!*

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VENTES / *SALES*
REPRÉSENTATION /
REPRESENTATION
SANTÉ ET SÉCURITÉ /
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- Préalables d'une formation professionnelle /
Prerequisites for vocational programs

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



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163, rue Clegghorn
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



COMMERCE ET ADMINISTRATION ADMINISTRATION AND COMMERCE

EXECUTIVE ASSISTANT (DOUBLE DVS COMPUTERIZED ACCOUNTING + ADMINISTRATIVE SUPPORT)

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

ADMINISTRATIVE SUPPORT

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

COMPUTERIZED ACCOUNTING

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

PROFESSIONAL SALES

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

SALES REPRESENTATION

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

STARTING A BUSINESS

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

CONSTRUCTION CONSTRUCTION

MASONRY-BRICKLAYING

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

*Lorsque tu deviens compagnon/When you become a companion

ENTRETIEN D'ÉQUIPEMENT MOTORISÉ MOTORIZED EQUIPMENT MAINTENANCE

AUTOMOBILE MECHANICS

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

BÂTIMENTS ET TRAVAUX PUBLICS BUILDINGS AND PUBLIC WORKS

STATIONARY ENGINE MECHANICS

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

SANTÉ / HEALTH

ASSISTANCE IN HEALTH CARE FACILITIES

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

HOME CARE ASSISTANCE

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

HEALTH, ASSISTANCE AND NURSING

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

PHARMACY TECHNICAL ASSISTANCE

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

ATTESTATION D'ÉTUDES PROFESSIONNELLES SKILLS TRAINING CERTIFICATE

SCHOOL DAYCARE EDUCATOR

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

CARE ASSISTANCE IN A PRIVATE SENIORS' RESIDENCE

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

MAINTENANCE AND AUTOMOBILE SERVICE

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



ADULT EDUCATION & vocational training

SERVICES AUX ÉTUDIANTS / STUDENT SERVICES

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



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



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

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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
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LE SERVICE AUX ENTREPRISES
vous propose des formations sur mesure.
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Adult Education and
Career Training Centre

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



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



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access. Guimond
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450 672-9011

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450 676-3836

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2121, rue Darwin
Saint-Jude QC J3E 0C3
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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'acquérir 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
- Assistance in Health Care Facilities
- Home Care Assistance

BUSINESS / BUSINESS

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

ENTRETIEN D'ÉQUIPEMENT MOTORISÉ MOTORIZED EQUIPMENT MAINTENANCE

- Automobile Mechanics

ATTESTATION D'ÉTUDES PROFESSIONNELLES SKILLS TRAINING CERTIFICATE

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

CONSTRUCTION / CONSTRUCTION

- Masonry-Bricklaying

BÂTIMENTS ET TRAVAUX PUBLICS BUILDINGS AND PUBLIC WORKS

- Stationary Engine Mechanics

L'ÉDUCATION DES ADULTES / ADULT EDUCATION

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

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

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

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

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

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

Hui Shi, Presecondary 1 English student

MISSION

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

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

VISION

Notre but est d'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 Toralati, Automobile Mechanics student

OUR YEAR

in stories

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



BOUCHERVILLE ELEMENTARY

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



BOUCHERVILLE ELEMENTARY

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



CRHS

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



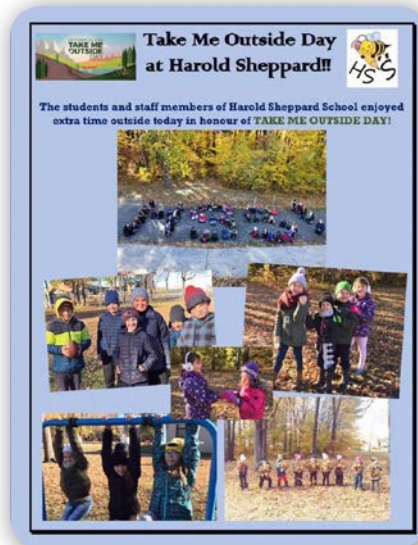
CRHS

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



GPI

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



HAROLD SHEPPARD

Take Me Outside Day



HAROLD SHEPPARD

Halloween



HRHS

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



HRHS

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



GPI

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



JOHN ADAM MEMORIAL

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



JOHN ADAM MEMORIAL

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



REACH

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



MOUNTAINVIEW

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



MOUNT BRUNO

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



MOUNTAINVIEW

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



MOUNT BRUNO

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



COURTLAND PARK INTERNATIONAL

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



CEDAR STREET

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



COURTLAND PARK INTERNATIONAL

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



CEDAR STREET

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



REACH

REACH students & staff highlight Autism Awareness Day at School.



GOOD SHEPHERD

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



HAROLD NAPPER

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



GOOD SHEPHERD & HRHS

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



ROYAL CHARLES

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



HAROLD NAPPER

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



GOOD SHEPHERD

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





ST. JOHNS

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



ST. LAMBERT ELEMENTARY

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



ST. LAMBERT ELEMENTARY

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



ST. JOHNS

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



ST. JOHNS

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





ST. JUDE

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



ST. JUDE

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



ST. LAWRENCE

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



SAINT-LAMBERT INTERNATIONAL

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



SAINT-LAMBERT INTERNATIONAL

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



ST. LAWRENCE

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



ST. MARY'S

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



TERRY FOX

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



TERRY FOX

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



WILLIAM LATTER

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



WILLIAM LATTER

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



ST. MARY'S

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

STUDENT OMBUDSMAN'S REPORT 2018-2019

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

THE ROLE OF THE STUDENT OMBUDSMAN

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

Formal Role

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

Informal Assistance

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

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

UPDATE ON 2017-18 RECOMMENDATIONS

My Role and the Complaint Process

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

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

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

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

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

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

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

DATA FOR 2018-2019

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

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

Formal Interventions

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

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

Informal Interventions-Requests for Assistance

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

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

ANALYSIS AND RECOMMENDATIONS

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

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

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

Special Needs Students

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

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

Communication with Parents

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

encourage administrators to review with their entire staff:

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

Student Safety

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

ANALYSIS-VIOLENCE AND BULLYING

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

Recommendations General

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

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

Specific Situation

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

The protocol should:

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

Personal Note

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



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

Respectfully submitted,
October 1, 2019

ENZO DI IOIA

Student Ombudsman
for the Riverside School Board

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

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

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

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

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

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

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

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

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

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



promote dialogue

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

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

¹ Refer to the Student Ombudsman Report for more information.

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

ETHICS OFFICER'S *report*

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

Respectfully,



BERNARD HUOT

Ethics Officer
Riverside School Board



*without
incident*

ACT RESPECTING WORKFORCE MANAGEMENT AND CONTROL (LGCE)

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

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

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

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

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

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

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

REPORT OF THE INDEPENDENT AUDITOR ON THE SUMMARY FINANCIAL STATEMENTS

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

Opinion

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

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

Summary financial statements

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

The audited financial statements and our report thereon

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

Management's responsibility for the summary financial statements

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

Auditor's Responsibility

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



Boucherville, December 13, 2019

¹ By Yves Labranche, CPA auditor, CA

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

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

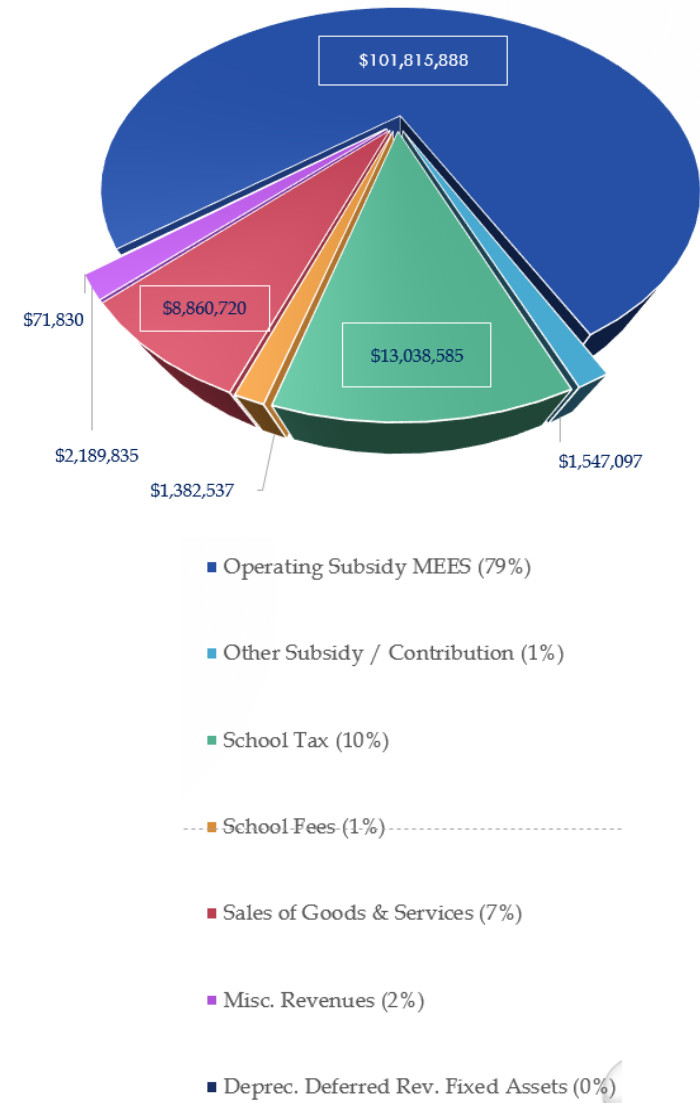
Boucherville
1190, Place Nobel
Bureau 100
Boucherville J4B 5L2
t. 450 449-3930

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

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

DISTRIBUTION *of revenues*

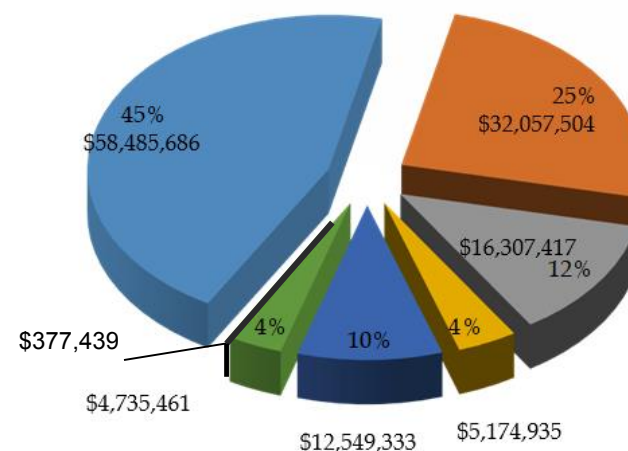
| | <u>Actual 2018-2019</u> | <u>Actual 2017-2018</u> |
|--|-----------------------------|-----------------------------|
| Operating Subsidy MEES | \$101,815,888 | \$ 85,205,031 |
| Other Subsidy / Contribution | \$ 1,547,097 | \$ 1,045,294 |
| School Tax | \$ 13,038,585 | \$ 23,506,354 |
| School Fees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



Note: Extract from the TRAFICS 2018-2019

DISTRIBUTION *of expenditures*

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



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

Note: Extract from the TRAFICS 2018-2019

SCHOOL *transportation*

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



ALL VEHICLES ARE EQUIPPED WITH GPS TRACKER SYSTEMS

ID Kindergarten Tags

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



RIVERSIDE SCHOOL BOARD

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

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

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

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

1.1 Boys and Girls

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

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

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

Provincial Results (réseau public):

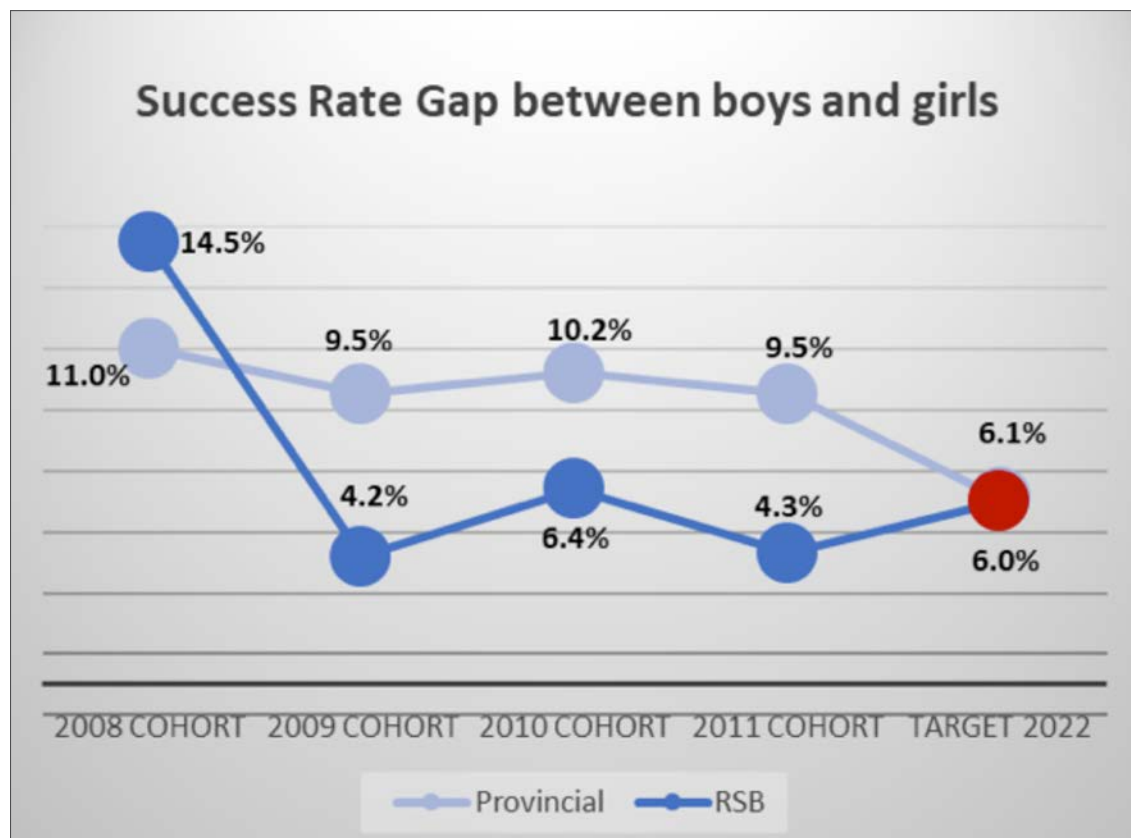
| | 2008 Cohort | | 2009 Cohort | | 2010 Cohort | | 2011 Cohort | | Target 2022 |
|-------|-------------|-------|-------------|------|-------------|-------|-------------|------|-------------|
| | Success | Gap | Success | Gap | Success | Gap | Success | Gap | Gap |
| Boys | 69.6% | 11.0% | 71.9% | 9.5%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

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

RSB Data to report:

| | 2008 Cohort | | 2009 Cohort | | 2010 Cohort | | 2011 Cohort | | Target 2022 |
|-------|-------------|-------|-------------|------|-------------|------|-------------|------|-------------|
| | Success | Gap | Success | Gap | Success | Gap | Success | Gap | Gap |
| Boys | 75.1% | 14.5% | 84.4% | 4.2% | 85.3% | 6.4% | 82.8% | 4.3% | 6.0% |
| Girls | 89.6% | | 88.6% | | 91.7% | | 87.1% | | |

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



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

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

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

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

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

Provincial Results (réseau public):

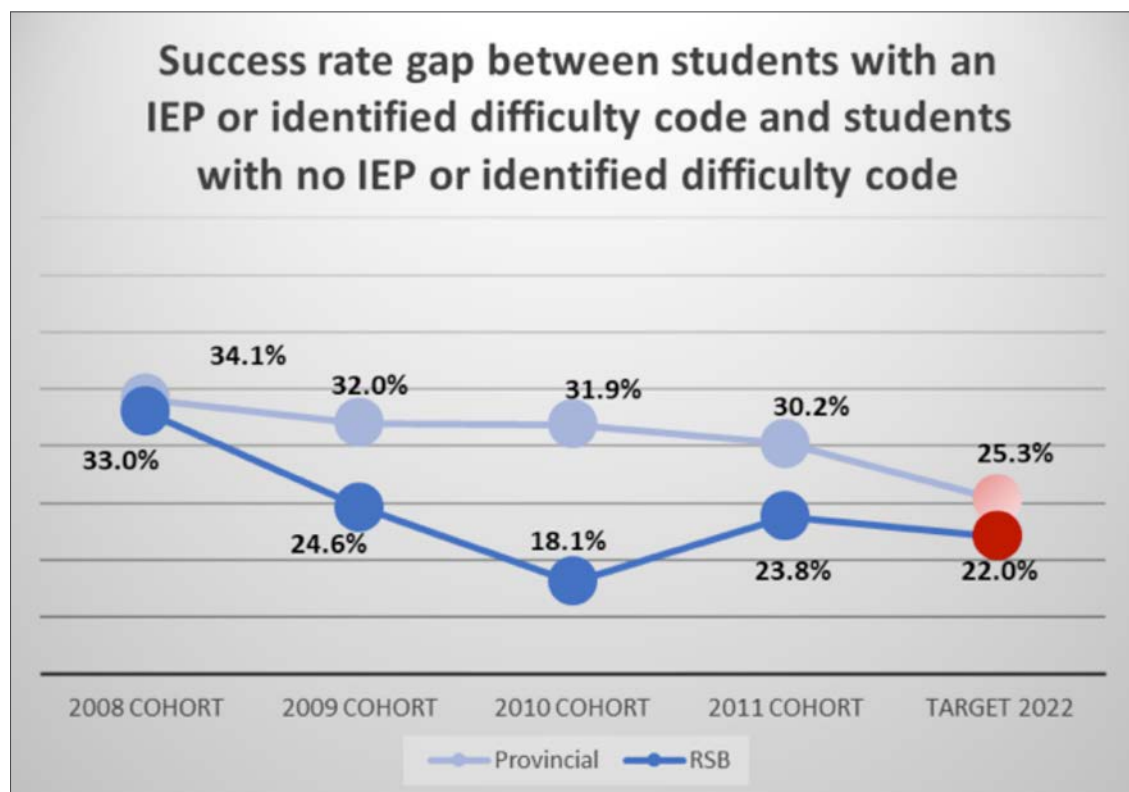
| | 2008 Cohort | | 2009 Cohort | | 2010 Cohort | | 2011 Cohort | | Target 2022 |
|---|-------------|-------|-------------|-------|-------------|-------|-------------|-------|-------------|
| | Success | Gap | Success | Gap | Success | Gap | Success | Gap | Gap |
| Students with handicaps, social maladjustments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

Source: Diplomation 2019 (p. 21)

RSB Data to report:

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

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



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

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

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

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

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

Provincial Results (réseau public):

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

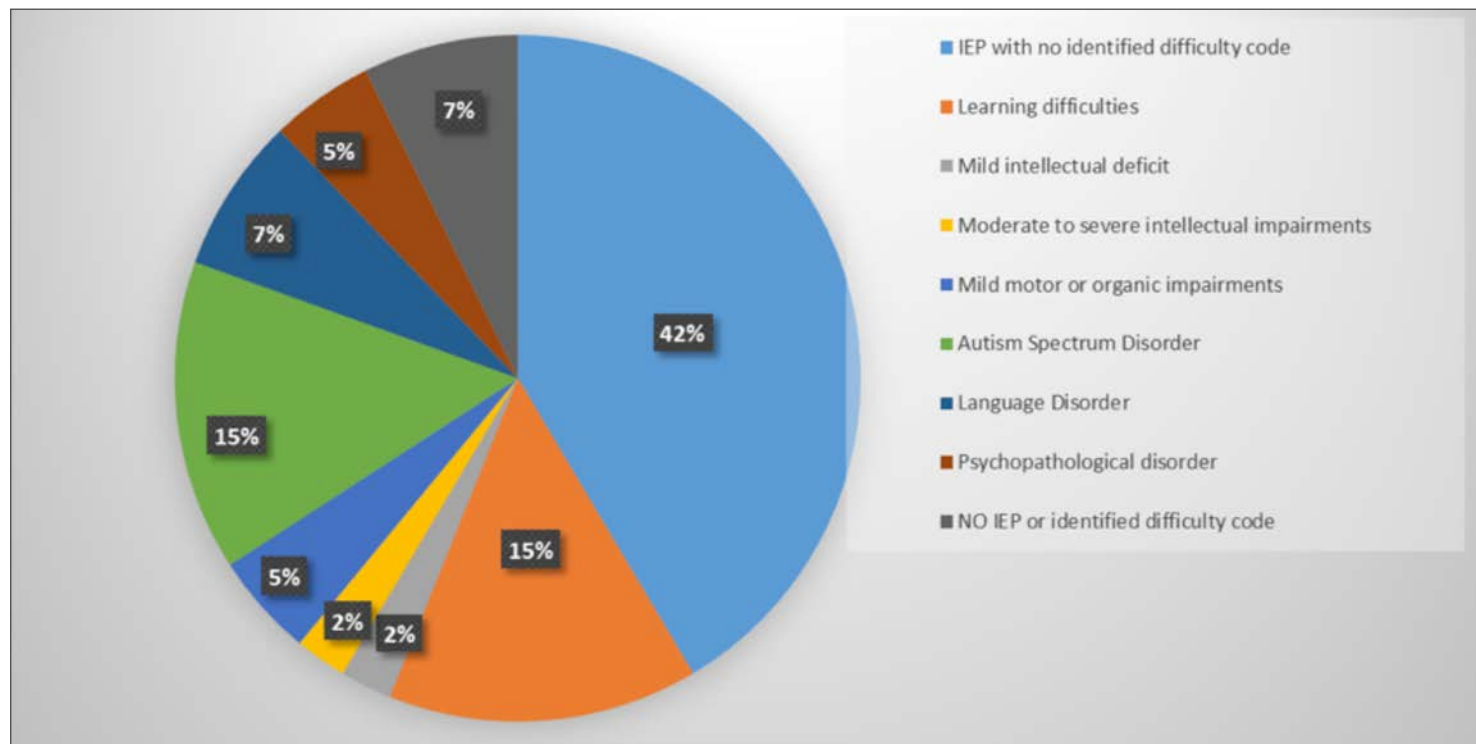
Source: MEES Rapport Annuel 2018-2019 (p. 56)

RSB Data to report:

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

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

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



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

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

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

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

(RSB Commitment to Success, p.27)

Provincial Results (réseau public):

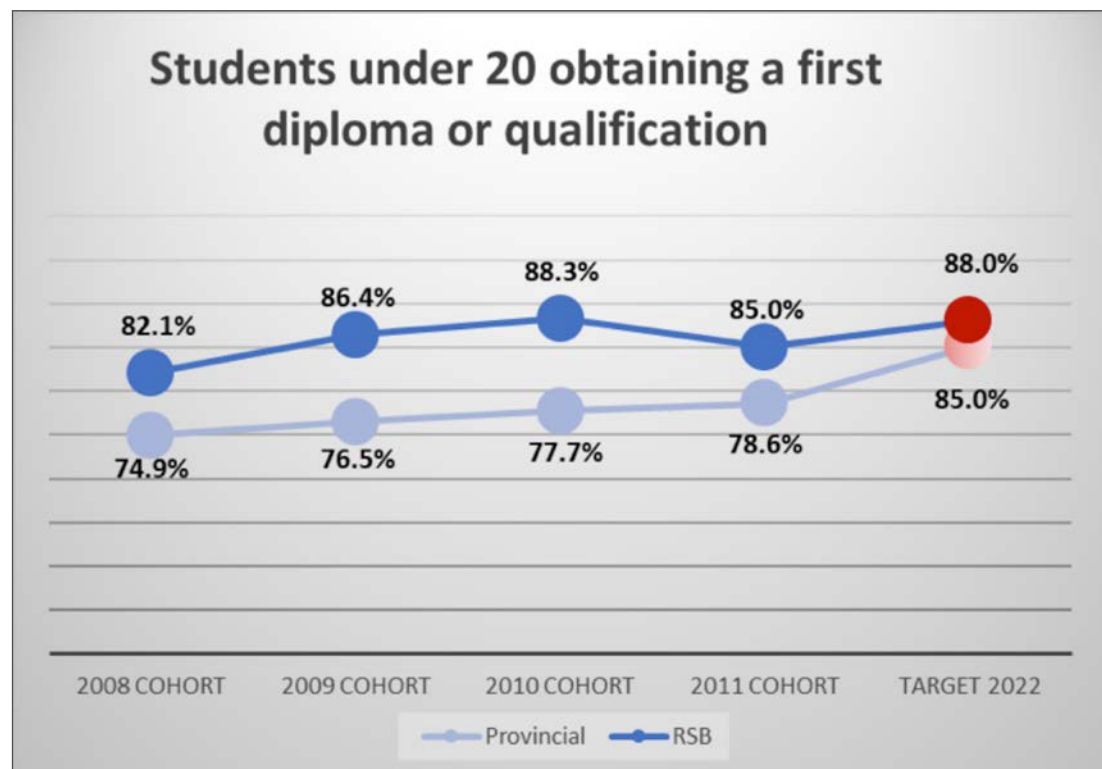
| | 2008 Cohort | 2009 Cohort | 2010 Cohort | 2011 Cohort | Target 2022 |
|--|-------------|-------------|-------------|-------------|-------------|
| Students under 20 obtaining a first diploma (SSD or DVS) | N/A | N/A | N/A | N/A | N/A |
| Students under 20 obtaining a first diploma or qualification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

Source: Diplomation 2019 (p. 14)

RSB Data to report:

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

Source: Diplomation 2019 (p. 14)



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

OBJECTIVE 4: ENSURE A HIGH LEVEL OF LANGUAGE PROFICIENCY

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

Provincial Results (réseau public):

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

RSB Data to report:

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

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

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

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

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

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

It is very important to note that, in 2017-2018, the MEES modified the criteria considered for the assessment of the state of a building, thereby dramatically impacting the declaration of the buildings throughout the province. For instance, the age of a building or a specific element of the building are now provided consideration regardless of the actual state of the building or the element. Discussions are ongoing to address this situation; important changes are therefore expected.

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

OTHER MINISTERIAL ORIENTATIONS

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

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

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

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

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



ACT TO FACILITATE THE DISCLOSURE OF WRONGDOINGS RELATING TO PUBLIC BODIES

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

For the year 2018-2019, no disclosure made by an employee of the School Board was received by the person responsible for the follow-up of disclosure of wrongdoing and no communication was made pursuant to the first paragraph of section 23 of the Act.



2019-2020

PLAN DE REGROUPEMENT - PRIMAIRE ***REGROUPEMENT PLAN - ELEMENTARY***

INSTRUCTION GIVEN IN ENGLISH

Dance
Drama
General Subjects
Music
Physical Education and Health
Special Education
Visual Arts

INSTRUCTION GIVEN IN FRENCH

Art dramatique
Arts plastiques
Danse
Éducation physique et santé
Enfance inadaptée
French Immersion
French Second Language
Musique

INSTRUCTION GIVEN IN ANOTHER LANGUAGE

Spanish

2019-2020

PLAN DE REGROUPEMENT - SECONDAIRE
REGROUPMENT PLAN - SECONDARY

INSTRUCTION GIVEN IN ENGLISH

Computer Sciences
Dance
Drama
English Language Arts
Ethics and Religious Culture
Guidance
Human Sciences
Mathematics
Music
Physical Education and Health
POP (Personal Orientation Project)
Science and Technology
Special Education
Visual Arts

INSTRUCTION GIVEN IN ANOTHER LANGUAGE

Éthique
Français
French Second Language
Sciences et technologie
Sciences humaines
Spanish

2019-2020

| |
|---|
| <p><i>PLAN DE REGROUPEMENT - EDUCATION DES ADULTES REGROUPEMENT PLAN – ADULT EDUCATION</i></p> |
|---|

Computer Sciences
Resource
English Language Arts
English Second Language
Film Studies
Francisation
French Second Language
Human Sciences
Mathematics
Multi-Media Art
Natural Sciences
Personal & Social Development
Physical Education
Social Integration
Sociovocational Integration
Spanish
Visual Arts
Mathematics & Science
Science & Technology

2019-2020

| |
|--|
| <p><i>PLAN DE REGROUPEMENT - FORMATION PROFESSIONNELLE REGROUPEMENT PLAN – VOCATIONAL EDUCATION</i></p> |
|--|

Accounting
Assistance in Health Care Facilities
Auto Mechanics
Health Assistance and Nursing
Home Care Assistance
Hygiene and Sanitation
Masonry - Bricklaying
Pharmacy Technical Assistance
Sales Representation
School Daycare Education
Secretarial Studies
Resource
Starting a Business
Stationary Engine Mechanics
Professional Sales

October 24, 2019

Mr Dan Lamoureaux
Chair
Riverside School Board
7525 chemin de Chambly
Saint-Hubert, Qc
J3Y 0N7

Mr Chair,

Following my obligation in regards to Section 11.2 of the Code of Ethics and Professional Conduct for Commissioners as approved by Council on 2011-L2-13, please be advised that my Annual Report of activity for the school year 2018-2019 ending on June 30th of this year is without incident or complaint,

Respectfully,

A handwritten signature in black ink, appearing to read 'B. Huot', with a stylized flourish at the end.

Bernard Huot
Ethics Officer
Riverside School Board