

Report to Our Community 2008-2009



Choose Riverside for a real-world education



Message from the Chairman and Director General

Board Strategic Plan

As foreseen, important actions designed to improve the success of Riverside students were undertaken in each of the five strands of the Board Strategic Plan in 2008-2009: literacy, mathematics, success for special needs, safe & caring schools and vocational education. Details of those actions and achievements are described later in this Annual Report.

Planning for Future Directions for Riverside School Board

In the past five years, Riverside School Board has unfortunately experienced a continued decline in elementary enrolment of over 1400 students. This has been accompanied by a corresponding decline in revenues to support administrative services and building upkeep. As well, the Board felt a pressing need to review the organization of its programs and services to ensure the maintenance of high standards and of our continued capacity to compete successfully with neighbouring school boards and private schools and increasingly attract parents and students to a Riverside education.

To that end, a Townhall meeting was held in November 2008, bringing together approximately 200 parents, employees, students, commissioners and community partners to look at the way in which Riverside has evolved in the first ten years of its existence (1998-2008). Participants also identified and prioritized values, programs and services with a view of helping the Board chart the course of its direction over the next ten years.

In April of 2009, after numerous meetings and the consideration of recommendations made by Board and school administration, the Council of Commissioners adopted a report recommending a reorganization of its schools for 2010-2011 and a timeline for consultation of the Riverside community. The consultation process included information sessions and an extended opportunity to engage in dialogue with the communities affected by the

recommendations. If accepted in December 2009, this will result in a consolidation of elementary schools and the merger of population in the central area of the Board's territory.

Promotion of Riverside School Board

Numerous strategies were put in place in 2008-2009 to attract new students to Riverside schools and to retain students, especially in the transition from elementary to secondary schooling.

Actions undertaken included: a new advertising strategy for pupil registration in the winter of 2009 that involved the development of promotional posters and their distribution in key locations throughout our territory (e.g. CPE's, CSSS's, real estate offices, community centres, etc.), ongoing development of E-News and the Board's website and a new-look Annual Report that incorporated a promotional component.

Strategies that were pursued to retain students in the transition from elementary to secondary included visits by high school principals and students to feeder elementary programs to promote the programs, activities and services they offer, distribution of the promotional booklet on Riverside secondary schools and open houses organized by all secondary schools.

Introduction of New Programs

Our ongoing commitment to vocational education was confirmed through the introduction/pursuit of additional vocational options in health care and the identification of other options that we would strive to obtain for the benefit of our students (e.g. refrigeration and air conditioning, repair of natural gas equipment and general building maintenance).

The 2008-2009 school year saw the development of an arts concentration program at Heritage Regional High School to be introduced in 2009-2010.

Policy and By-Law Development

The following were adopted in 2008-2009 to reinforce our values and guide our actions as a school board, in the future:

Healthy Living Policy
Policy on the Continued Operation or Closure of a School
Code of Ethics for Commissioners
By-Law 13: Delegation of Powers to School Principals and Centre Directors

Major Capital Investments

› **ACCESS Riverside**

The \$4 million MELS-financed extension to our Adult and Vocational Education Centre on Cleghorn Street in St. Lambert was completed in December of 2008. It allows us to now offer vocational education programs in state-of-the-art facilities much appreciated by our students and staff and that provide

high visibility given its location on the access to and from the Victoria Bridge.

› **Chambly Academy**

The 2008-2009 school year also saw work begin on the fourth and final phase of the major renovations and construction project at Chambly Academy. This phase involved the use of proceeds (approximately \$3 million) from the sale of the land adjacent to Chambly Academy to provide the school with a new gym, new library, new cafeteria and new student services facilities.

Moira Bell, Chairman

Kevin Lukian, Director General



Report on the 2008-2009 Strategic Plan

SAFE AND CARING SCHOOLS

GOAL 1

1.1 To implement a global Emergency Measure Program to foster a healthy and safe environment and to help schools comply with Riverside School Board's Health and Safety Policy

Goal 1 of the Safe & Caring Schools strands focuses, on one hand, on helping school principals comply with the new Health & Safety Policy. Templates and list of documents to be included in the Annual Report were prepared and transmitted to school principals.

It also focuses, on the other hand, on the preparation of a new complete Emergency Measure Program (EMP) for all schools. With the help of a consultant, the documents are to be finalized and implemented into test schools for the end of June. The two test schools are John Adam and St. Lambert

Elementary.

Once the implementation is finalized in the two test schools, corrections and changes to the Emergency Measure Programs will be made prior to implementation in the rest of the school board.

GOAL 2

1.1 To ensure that all members of the Riverside community are aware of and understand the expected behaviours which develop, nurture and sustain a safe and caring educational environment

1.2 To establish a culture that embraces this by communication and promotion of the Code of Conduct to the Riverside community

Sufficient additional copies of the Code of Conduct are distributed to new community members, staff and students.

The Code of Conduct is incorporated in schools, using a cross-curricular approach. Emphasis is put on promoting responsibility, respect, civility and academic excellence in a safe environment. All Principals are thus committed to providing a stimulating and caring environment which enables all students to achieve personal success.

A version of the Code of Conduct for student agendas in a child-friendly language is developed for both sectors, elementary and secondary.

GOAL 3

1.1 To ensure that existing intervention programs at the school level, school board level and community level effectively respond to the needs of Riverside School Board students and contribute to making our schools safer and more caring environments

The intervention programs selected are: Transitions and YIELD at the secondary level and Second Steps/Steps to Success and interventions to address bullying and self-esteem at the elementary level.

TRANSITIONS: The assessment process consisted of surveys, focus groups and tracking of students. 122 surveys were sent to students, parents and Riverside employees who are, or have been, involved with Transitions students. Six focus groups composed of parents, students, Riverside employees, Commissioners, and past and present Transitions Coordinators were held. Tracking of Transitions students for the past 4 years was completed. Results and recommendations will be presented in May-June.

SECOND STEPS / STEPS TO SUCCESS and INTERVENTIONS TO ADDRESS BULLYING AND SELF ESTEEM: The assessment process involved sending questionnaires to all teachers, vice-principals and principals in the elementary schools. Data is in the process of being collected and compiled. Results will be presented early June.

YIELD: A survey is in the process of being

constructed, and Focus groups will be held in September.

In 2009–2011 the focus will be to complete the assessment of selected interventions, make recommendations to schools and examine intervention programs already in place in outer jurisdictions.

LITERACY AT THE ELEMENTARY LEVEL

GOAL 1

1.1 To increase the professional knowledge and confidence of teachers with regard to targeted strategies

1.2 Through this focused teacher training, to improve the literacy-related competencies of students

The major thrust over the three years is to equip teachers with Literacy Toolboxes.

Cycle 2 Reading Comprehension Toolbox sessions planned for this year have taken place. Teachers will continue with the Writing Traits Toolbox in 2009-2010. Although not included in the plan, in response to positive feedback and requests from schools, a group of Cycle 3 teachers will also be trained with the Reading Comprehension Toolbox during 2009-2010.

Writing Traits Toolbox piloting group sessions planned for this year have taken place. A draft plan for the implementation has been created. As well, resource teacher Reading Comprehension Toolbox sessions planned for this year have taken place and resource teachers will continue with the Writing Traits in 2009-2010.

Kindergarten Screening visits have taken place and meetings were held to plan support to students and teachers.

Scoring and analysis of pre-test and post-test results for teachers and students will be completed in late June.

As well, an update on the Literacy Strand was presented to the Education Committee on February 2, 2009. Furthermore, on a regular basis, both informal and formal feedback has been provided to the Assistant Director

General by the professionals spearheading the plan.

MATHEMATICS AT THE ELEMENTARY LEVEL

GOAL 1

1.1. Improve the mathematics competencies of Elementary Cycle III students

Twenty-five teachers from 17 schools (all RSB elementary schools with the exception of REACH, Royal Charles and Royal Oak) have participated in five half-day sessions. A resource binder containing competency 2 and 3 situations was created and distributed to the teachers.

Observable elements were introduced (determining what we expect to see in the students' work before evaluating the situation). Teachers were given an opportunity to grade situations using the observable elements. Time to create competency 2 and 3 situations and complete situational problems which no longer fit the new description was provided. This exercise will give teachers the expertise they need to design their own evaluation tools if they so choose.

Recommendations for 2009-2010: School-based Math PLC: Cycle 3 teachers are ready to plan curriculum maps to identify essential content and essential skills to be taught within a specific year of the cycle. Design or identify (from a bank of situational problems) common evaluation tools that will provide evidence of student learning. My role would be to support the work of teachers in their development of the PLC.

GOAL 2

2.1 Improve the mathematics competencies of Elementary Cycle II students

Twenty teachers from 19 schools (all RSB elementary schools with the exception of REACH) were provided with five half-day opportunities to work in collaborative teams; to engage in discourse about mathematics, teaching and learning; and to observe the modeling of relevant, effective teaching strategies using the manipulatives provided in the toolbox.

Recommendations for 2009-2010: Build a new toolbox with a focus on geometry and measurement to convey content and pedagogical knowledge. Providing teachers with opportunities to become familiar with the material designated for their cycle and helping them make conceptual connections is the predominant emphasis of the toolbox professional development design. The sessions will also focus on assessment and student work to better integrate content.

MATHEMATICS AT THE SECONDARY LEVEL

GOAL 1

1.1 Improve the mathematical competencies of students in Secondary Cycle

The geometry manipulatives were delivered to the schools in December 2008. Thereafter, four toolbox professional development sessions were given to Secondary Cycle One teachers. The focus of the toolbox sessions was providing teachers with tools that will facilitate student competency development. This was done through the use of dynamic geometry software (Geonext and Geogebra), geometry manipulatives (pattern blocks, geoboards, tangrams, etc.) and literacy strategies in the mathematics classroom. In addition to the toolbox sessions, continuous support has been provided by the consultant to individual or small groups of teachers.

Recommendations for 2009-2010: After studying the results of the "Needs Assessment" questionnaire that was distributed to teachers during the 2007-2008 school year, and consulting with teachers, the consultant would recommend the development and delivery of toolbox sessions that focus on algebra. Teachers find it difficult to introduce algebra because algebraic concepts are somewhat abstract and the most challenging for students to grasp.

STUDENTS WITH SPECIAL NEEDS

GOAL 1

1.1 To enable school teams to develop creative solutions to effectively address students with special needs

In the fall of 2008, a Riverside School Board Resource Liaison Team was developed. This

new resource team consisted of two lead teachers visiting schools in order to ensure that resource teachers have available and ongoing support. Twenty half days have been allocated to the liaison team.

Throughout the year, resource teachers were provided with professional development activities to help create a strong and supportive network within the school/school board. Over 10 sessions were offered to the resource teachers. Topics included the role of a resource teacher, literacy, language disabilities, the new competency-based IEP, reporting for students with special needs and competency scales.

Throughout the year, professional development was provided for attendants, special education technicians and daycare educators. Twelve formal sessions were held. Topics included Autism Theory and Practical Classroom Strategies, Behaviour Management Systems, Child Development and the Brain and Working with Difficult Children. With many of these sessions both teachers and principals chose to attend as well. Many other sessions were held by our professionals in individual schools.

GOAL 2

2.1 To ensure clear understanding regarding the purpose of the Individualized Educational Plan (IEP) among all partners, including parents

This goal is centered on the creation and implementation of a board wide IEP framework. The prototype IEP has been developed through GRICS and the focus will be on the implementation of the draft IEP in the 4 pre-identified schools along with the creation of a complementary guide to support the implementation. The guide details the IEP process and outlines what should be included in the IEP. The training will begin in August 2009. (St. John's [elementary & HS], St. Lambert, St. Mary's, and St. Lawrence.

The 2009-2011 Students with Special Needs Strand will continue to focus on the development of strategies to properly assess student needs and to implement

appropriate support measures in schools.

VOCATIONAL EDUCATION

GOAL 1

1.1 Make Vocational Education Information more accessible to the Riverside community

We are continuing to develop promotional materials for each of the programs that ACCESS offers. This material will be used in high schools or other career fair in order to make people aware of what ACCESS can offer. The insert in the high school students' agenda was a great success as well as the flyer that was sent with the final report cards of all secondary 4 and 5 students. We received a lot of phone calls from parents who wanted to have more information on our services and programs. Also, all our pamphlets have been revamped.

Unfortunately, we did not participate in Riverside television broadcasts, since Mr. Rizkallah, the coordinator was not available for us because he was working on other projects.

We participated in various local and regional career fairs and conferences during the year.

GOAL 2

2.1 Increase options with an emphasis on trade occupations

In order to increase options with an emphasis on trade occupations, RSB has requested Plumbing and Heating and Pose de revêtements souples (a program which does not exist in English). Since three English Boards are requesting Plumbing and Heating on the next Strategic Plan of the 9 English Boards, we have to devise a plan B. We will request the following programs : Refrigeration, Building Maintenance, Réparations d'appareils au gaz naturel which does not exist in English. We will also request Pharmacy Technical Assistance.

We will continue to consider any AVS options that could be offered at ACCESS.

GOAL 3

3.1 Increase accessibility to ACCESS

A new two-way transportation service will be offered as of September 2009 with New Frontiers School Board, Champlain College and Riverside School Board.

The committee will continue to work on the feasibility of offering a shuttle bus service from RSB high schools to ACCESS.

GOAL 4

4.1 Increase accessibility to vocational options for students who do not have the necessary prerequisites at Secondary 3

ACCESS is now offering Secondary 2 and 3 in both Math and English. For French, the number of registrations did not allow us to offer this option. The committee will continue to explore any other possibilities that could be done.

What do Commissioners do?

Quebec School boards help shape the future of local communities by governing the education of young people. The provincial government, through the minister of Education, grants school boards the independent authority to make decisions regarding the direction and quality of local public education. Accountability to the public is entrenched through the election of local school board commissioners every four years.

A key responsibility for commissioners is to stay in touch with community stakeholders so that they understand, and reflect in their decision-making, what all citizens value and want from their local public schools. It's important to note that commissioners represent all the schools, neighbourhoods and communities within the school board. They make decisions based on the needs of the entire jurisdiction.

RSB Commissioners

Name	Telephone	District
Moira Bell, Chair	450-465-5593	9
Fernand Blais	450-670-0163	1
Ken Cameron	450-465-6020	15
Anna Capobianco	450-714-1525	2
Michael Cloutier	450-447-6178	5
Lesley Cuffling	450-671-4535	10
Pierre D'Avignon	450-346-1875	19
Henriette Dumont	450-656-6174	7
Donna Gareau	450-635-6484	17
Margaret Gour	450-496-1807	14
Dominic Guerriero	450-635-8363	18
D. Horrocks, Vice-Chair	450-672-4897	16
Dan Lamoureux	450-445-0420	12
Michel L'Heureux	450-653-4287	4
Pamela Morrison	450-467-5582	3
Nina Nichols	450-676-1483	6
Susan Rasmussen	450-465-4602	11
Gustavo Sastre	450-742-3342	13
Dawn Smith	450-651-5544	8
Parent Commissioners		
P. Chouinard, Elementary	450-359-9144	
D. Copeman, Secondary	450-632-9382	

Ethics Complaints

No complaints were made in 2008-2009. To consult **By-Law 2: Code of Ethics and Professional Conduct for Commissioners**, click on the following link:

[By-Law 2: Code of Ethics and Professional Conduct for Commissioners](#)



COMMISSION SCOLAIRE RIVERSIDE SCHOOL BOARD

AVIS PUBLIC / PUBLIC NOTICE

Avis public est donné, par les présentes, que les états financiers 2008-2009 de la Commission scolaire Riverside seront déposés à la séance régulière du Conseil des commissions qui se tiendra au 7445 chemin Chambly à St-Hubert, Province de Québec, le 15 décembre 2009.

Public notice is hereby given that the 2008-2009 Financial Statements of the Riverside School Board will be deposited at a regular meeting of the Council of Commissioners to be held at 7445 Chemin Chambly in St-Hubert, Province of Québec, on December 15th, 2009.

BILAN AU 30 JUIN 2009 **BALANCE SHEET AS AT JUNE 30, 2009**

ACTIFS FINANCIERS

Encaisse	1,377,193 \$
Subventions à recevoir	7,732,102 \$
Taxes à recevoir	1,402,797 \$
Comptes débiteurs	4,966,316 \$
Inventaires	64,288 \$
TOTAL des ACTIFS FINANCIERS	15,542,696 \$

NON FINANCIAL ASSETS

Cash
Grants receivable
Taxes receivable
Accounts receivable
Stock
TOTAL of FINANCIAL ASSETS

PASSIF

Emprunts de banque	10,240,000 \$
Comptes créditeurs et courus à payer	11,037,705 \$
Emprunt à long terme à la charge du MELS.	45,363,000 \$
Emprunt à long terme à la charge de la c.s.	2,865,355 \$
Revenus reportés	3,403,654 \$
Autres passifs et Provision pour bénéfices futurs	5,331,095 \$
TOTAL des PASSIFS	78,240,809 \$

LIABILITIES

Bank demand loans
Accounts payable & Accrued liabilities
Long term loan subject to a grant
Long-term loan assumed by the board
Deferred revenues
Other liabilities and reserve for futur benefits
TOTAL of LIABILITIES

ACTIFS FINANCIERS NETS (DETTE NETTE)	-62,698,113 \$
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NET FINANCIAL ASSET (DEBT)

ACTIFS NON FINANCIERS

Immobilisations corporelles	62,263,528 \$
Frais payés d'avance	1,334,052 \$
TOTAL des ACTIFS NON FINANCIERS	63,597,580 \$

NON FINANCIAL ASSETS

Fixed assets
Prepaid expenses
TOTAL of NON FINANCIAL ASSET

<u>SURPLUS ACCUMULÉ</u>	899,467 \$
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CUMULATIVE SURPLUSES

REVENUS

Subventions	74,615,064 \$
Imposition foncière	12,102,584 \$
Autres	8,985,418 \$
TOTAL	95,703,066 \$

REVENUES

Grants
School taxes
Others
TOTAL



DÉPENSES

Activités d'enseignement et de formation	<u>42,393,840 \$</u>
Activités de soutien à l'enseignement et à la formation	<u>18,636,939 \$</u>
Activités parascolaires	<u>13,129,176 \$</u>
Activités administratives	<u>5,872,558 \$</u>
Activités relatives aux biens meubles et immeubles	<u>9,553,776 \$</u>
Activités connexes	<u>5,277,847 \$</u>
TOTAL	<u>94,864,136 \$</u>

SOUS-TOTAL

<u>838,930 \$</u>

Gain sur disposition d'actif immobilier

<u>3,266,807 \$</u>

Excédent des revenus sur les dépenses

<u>4,105,737 \$</u>

Surplus accumulé au 30 juin 2008

<u>2,796,034 \$</u>

Redressement PCGR affectant les exercices antérieurs

<u>(6,002,304 \$)</u>

SURPLUS ACCUMULÉ au 30 juin 2009

<u>899,467 \$</u>

EXPENDITURES

Activities related to teaching
Activities supporting teaching
Complementary activities
Administrative activities
Building activities
Other related activities
TOTAL

SUB-TOTAL

Gain on Asset disposal
Excess of revenues over expenditures

Cumulative surplus on June 30th 2008

Prior years' GAAP adjustments
June 30th, 2009 CUMULATIVE SURPLUS

Des exemplaires des états financiers sont disponibles à un coût nominal.
Copies of the Financial Statements may be obtained for a nominal fee.

Donné à Saint Hubert, Province de Québec, le 15 décembre 2009
Given at St. Hubert, Province of Québec, on December 15th, 2009

Kevin Lukian
Le directeur général / Director General