

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 15 février 2022.

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 February 15, 2022.

Le président informe tous et toutes que la séance est enregistrée et diffusée en direct sur YouTube.

The Chair informs everyone that the meeting is being recorded and broadcast on YouTube.

Le secrétaire général a confirmé qu'il y avait quorum et le président a déclaré la séance ouverte à 19 h 30.

The Secretary General established that quorum was met, and the Chair called the meeting to order at 7:30 p.m.

Commissaires / Commissioners

D. Lamoureux	M. Gour
L. Llewelyn-Cuffling	P. Michaud
C. Horrell	P. Booth-Morrison
M. Mazur	A. Capobianco-Skipworth
K. Ross	C. Craig
H. Dumont	
F. Tawil (arrived at 7:52 p.m.)	

Commissaires parents / Parent Commissioners

T. Aguiar
N. Parsnani
C. Ronning
D. Fournier

Ayant prévu leur absence : / Regrets:

Aucun / none

Absent : / Absences:

Aucun / none

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
Kim Barnes, directrice des ressources humaines
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
Kim Barnes, Director of Human Resources
Jessica Saada, Interim Director of Educational Services
Chantale Scroggins, Director of Complementary Services
Pierre M. Gagnon, Director of Material Resources

Présence notée

Des membres du public sont présents.

Presence noted

Members of the public are 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.

ADOPTION DE L'ORDRE DU JOUR

IL EST PROPOSÉ par le commissaire Craig, appuyé par la commissaire Aguiar, que l'ordre du jour soit adopté et qu'une copie soit annexée au procès-verbal de cette séance.

ADOPTÉE À L'UNANIMITÉ

APPROBATION DU PROCÈS-VERBAL DE LA SÉANCE ORDINAIRE DU 21 DÉCEMBRE 2021

IL EST PROPOSÉ par la commissaire Llewelyn-Cuffling, appuyée par la commissaire Ronning, que le procès-verbal de la séance ordinaire du 21 décembre 2021 soit adopté.

ADOPTÉE À L'UNANIMITÉ

SUIVI DU PROCÈS-VERBAL DE LA SÉANCE ORDINAIRE DU 21 DÉCEMBRE 2021

Le directeur général, Sylvain Racette, indique que le rapport annuel est accessible sur le site Web de la Commission scolaire Riverside.

APPROBATION DU PROCÈS-VERBAL DE LA SÉANCE EXTRAORDINAIRE DU 18 JANVIER 2022

IL EST PROPOSÉ par la commissaire Llewelyn-Cuffling, appuyée par le commissaire Fournier, que le procès-verbal de la séance extraordinaire du 18 janvier 2022 soit adopté.

Abstention : 1 (Commissaire Gour)

ADOPTÉE

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 OF THE AGENDA

IT IS MOVED by Commissioner Craig, seconded by Commissioner Aguiar, that the agenda be adopted and that a copy be appended to the minutes of this meeting.

UNANIMOUS

ADOPTION OF THE MINUTES OF THE REGULAR MEETING HELD ON DECEMBER 21, 2021

IT IS MOVED by Commissioner Llewelyn-Cuffling, seconded by Commissioner Ronning, that the minutes of the regular meeting held on December 21, 2021 be adopted.

UNANIMOUS

BUSINESS ARISING FROM THE REGULAR DECEMBER 21, 2021 MINUTES

Sylvain Racette, Director General, reported that the Annual Report is available on Riverside School Board's website.

ADOPTION OF THE MINUTES OF THE SPECIAL MEETING HELD ON JANUARY 18, 2022

IT IS MOVED by Commissioner Llewelyn-Cuffling, seconded by Commissioner Fournier, that the minutes of the special meeting held on January 18, 2022 be adopted.

Abstention: 1 (Commissioner Gour)

CARRIED

SUIVI DU PROCÈS-VERBAL DE LA SÉANCE EXTRAORDINAIRE DU 18 JANVIER 2022 **BUSINESS ARISING FROM THE SPECIAL JANUARY 18, 2022 MINUTES**

Le directeur général, Sylvain Racette, indique que le calendrier scolaire 2022-2023 pour le secteur jeunes a été adopté.

Sylvain Racette, Director General, reported that the 2022–2023 school calendar for the Youth sector was adopted.

APPROBATION DU PROCÈS-VERBAL DE LA SÉANCE EXTRAORDINAIRE DU 27 JANVIER 2022 **ADOPTION OF THE MINUTES OF THE SPECIAL MEETING HELD ON JANUARY 27, 2022**

IL EST PROPOSÉ par la commissaire Ronning, appuyée par le commissaire Craig, que le procès-verbal de la séance extraordinaire du 27 janvier 2022 soit adopté.

IT IS MOVED by Commissioner Ronning, seconded by Commissioner Craig, that the minutes of the special meeting held on January 27, 2022 be adopted.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

SUIVI DU PROCÈS-VERBAL DE LA SÉANCE EXTRAORDINAIRE DU 27 JANVIER 2022 **BUSINESS ARISING FROM THE SPECIAL JANUARY 27, 2022 MINUTES**

Aucun.

None.

DÉBUT DU HUIS CLOS :

GOING INTO COMMITTEE:

IL EST PROPOSÉ par le commissaire Craig, appuyé par la commissaire Ronning, que le conseil des commissaires entre en huis clos à 19 h 34.

IT IS MOVED by Commissioner Craig, seconded by Commissioner Ronning, that the Council of Commissioners enter into committee at 7:34 p.m.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

FIN DU HUIS CLOS :

ARISING FROM COMMITTEE:

IL EST PROPOSÉ par le commissaire Craig, appuyé par la commissaire Ronning, que le conseil des commissaires sorte du huis clos à 19 h 51.

IT IS MOVED by Commissioner Craig, seconded by Commissioner Ronning, that the Council of Commissioners arise from committee at 7:51 p.m.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

QUESTIONS DU PUBLIC : 19 h 51.

QUESTIONS FROM THE PUBLIC: 7:51 p.m.

Aucune.

None.

**RAPPORT SUR LES OBJECTIFS DE
NOTRE PLAN D'ENGAGEMENT VERS LA
RÉUSSITE**

Le directeur général, Sylvain Racette, indique que nous ferons rapport sur l'objectif n° 3 — Augmenter le taux de diplomation et de qualification de la cohorte de 7 ans.

La directrice des services éducatifs, Jessica Saada, fait rapport sur l'objectif n° 3.

PRÉSIDENT ET DIRECTEUR GÉNÉRAL
Rapport du président — D. Lamoureux

RÉUNIONS

Le président Lamoureux a assisté à des réunions avec les organisations, personnes et comités suivants :

- 21 décembre : Réunion du conseil des commissaires de la Commission scolaire Riverside (CSR)
- 18 janvier : Réunion extraordinaire du conseil des commissaires de la CSR
- 19 janvier : Présentation parlementaire sur le projet de loi 9 de l'Association des commissions scolaires anglophones du Québec (ACSAQ)
- 21 janvier : Séance de travail du comité exécutif de la CSR
- 25 janvier : Réunions du comité de liaison avec le directeur général et du comité de communications de la CSR
- 27 janvier : Appel d'une décision de la CSR
- 28 janvier : Réunion du conseil d'administration de l'ACSAQ
- 29 janvier : Assemblée générale annuelle de l'ACSAQ
- 1^{er} février : Réunions du comité exécutif et du comité de gouvernance et d'éthique de la CSR
- 6 février : Réunion du conseil d'administration de l'Association canadienne des commissions/conseils scolaires (ACCCS)
- 7 février : Réunions du conseil

**REPORTING ON THE OBJECTIVES OF
OUR COMMITMENT-TO-SUCCESS PLAN**

Sylvain Racette, Director General, stated that we will be reporting on Objective # 3 — Raise the 7-year Cohort Graduation and Qualification Rate.

Jessica Saada, Director of Educational Services, reported on Objective # 3.

CHAIRMAN AND DIRECTOR GENERAL
Chairman's report — D. Lamoureux

MEETINGS

Chairman Lamoureux, attended meetings with the following organizations, individuals, and committees:

- December 21: Riverside School Board (RSB) Council of Commissioners meeting
- January 18: RSB special Council of Commissioners meeting
- January 19: Québec English School Boards Association (QESBA) Parliamentary Presentation on Bill 9
- January 21: RSB Executive Work Session
- January 25: RSB Director General Liaison Committee and Communications Committee meetings
- January 27: RSB Appeal of a Decision
- January 28: QESBA Board of Directors meeting
- January 29: QESBA Annual General meeting
- February 1: RSB Executive Committee and Governance and Ethics Committee meetings
- February 6: Canadian School Boards Association (CSBA) Board of Directors meeting
- February 7: CSBA Board of Directors and RSB Parents' Committee meetings
- February 8: RSB Audit (Finance and Material Resources) Committee meeting and Work Session

d'administration de l'ACCCS et du comité de parents de la CSR

- 8 février : Réunion du comité de vérification (finances et ressources matérielles) et séance de travail de la CSR

Rapport du directeur général — S. Racette

Director General's report — S. Racette

SUIVI

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 des commissaires en octobre, il y a eu une audience disciplinaire pour possession de drogues. L'élève a été maintenu dans son école, et des mesures et des conséquences ont été mises en place.

RÉUNIONS

Sylvain Racette, directeur général, a assisté à des réunions avec les organisations, personnes et comités suivants :

- Commission de l'éducation en langue anglaise (CELA)
- Association des directions générales scolaires du Québec (ADGSQ)
- Association des directeurs généraux des commissions scolaires anglophones du Québec (ADGCSAQ)
- Centres intégrés de santé et de services sociaux (CISSS) (M, O, C)
- Comité MEQ-Partenaires du ministre de l'Éducation
- Conseil d'administration des Comités patronaux de négociation des secteurs de l'éducation et de l'enseignement supérieur (CPNCA)
- Ministère de la Santé et des Services sociaux
- M. Alain Sans Cartier, sous-ministre

BUSINESS ARISING

TOPICS THAT REQUIRED SPECIAL ATTENTION

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

Since the October Council of Commissioners meeting, there has been one disciplinary hearing for the possession of drugs. The student remained in their school with measures and consequences put in place.

MEETINGS

Sylvain Racette, Director General, attended meetings with the following organizations, individuals and committees:

- Advisory Board on English Education (ABEE)
- *Association des directions générales scolaires du Québec* (ADGSQ)
- Association of Directors General of English School Boards of Québec (ADGESBQ)
- *Centres intégrés de santé et de services sociaux* (CISSS) (M, O, C)
- Minister of Education's *Comité MEQ-Partenaires*
- *Comités patronaux de négociation des secteurs de l'éducation et de l'enseignement supérieur* (CPNCA) Board of Directors
- Department of Health and Social Services
- Mr. Alain Sans Cartier, Deputy Minister
- Mr. Alain Sans Cartier, Deputy Minister's Tactical Committee

- Comité tactique du sous-ministre, M. Alain Sans Cartier
- Partenaires éducatifs anglophones
- *English Language Vocational Education Council (ELVEC)*
- Comité tactique du ministre de l'Éducation
- Association des commissions scolaires anglophones du Québec (ACSAQ)
- Conseil d'administration de la Québec Online Alliance (QOA)
- Comité exécutif de la Commission scolaire Riverside (CSR)
- Comité d'éducation de la CSR
- Comité de liaison avec le directeur général de la CSR
- Comité de vérification (finances et ressources matérielles) de la CSR
- Comité de gouvernance et d'éthique de la CSR
- Comité de parents de la CSR
- Rencontre hebdomadaire avec les directeurs d'écoles et de centres
- Comité consultatif de transport (CCT) de la CSR
- Comité consultatif des élèves
- Table des responsables des tests rapides en milieu scolaire
- Rencontres avec les avocats actifs dans le dossier du recours obligatoire à l'apprentissage à distance
- English Educational Partners
- English Language Vocational Education Council (ELVEC)
- Minister of Education's Tactical Committee
- Québec English School Boards Association (QESBA)
- Quebec Online Alliance (QOA) Board of directors
- Riverside School Board (RSB) Executive Committee
- RSB Education Committee
- RSB Director General Liaison Committee
- RSB Audit (Finance and Material Resources) Committee
- RSB Governance and Ethics Committee
- RSB Parents' Committee
- Weekly Principals' and Centre Directors' meeting
- RSB Transportation Advisory Committee (TAC) Committee
- Student Advisory Committee
- *Table des responsables des tests rapides en milieu scolaire*
- Meeting with the lawyers involved in the case of the mandated usage of distance learning

Sujets d'intérêt discutés dans le cadre des réunions :

- Reprise des classes en janvier
- COVID-19
- Mesures sanitaires
- Signalement de cas de COVID-19 dans nos écoles et centres
- Campagne de vaccination des 5 à 11 ans
- Distribution de tests de dépistage rapides aux élèves du secondaire et aux étudiants adultes
- Diversité, équité et inclusion et plan d'action pour la CSR
- Pénurie de personnel et mesures de substitution

Hot Topics Discussed at the Meetings:

- The January return to school
- COVID-19
- Sanitary measures
- Communication of COVID-19 cases in our schools and centres
- 5- to 11-year-old vaccination campaign
- Distribution of rapid tests to secondary and adult students
- Diversity, equity, inclusion and action plan for RSB
- Staff shortage and substitution measures
- The financing of the QOA
- Air quality in our schools

- Financement de la QOA
- Qualité de l'air dans nos écoles
- Projet de loi 9 et protecteur national de l'élève
- Mise en œuvre des nouvelles conventions collectives, travail inter-rondes et prochaine négociation à l'échelle provinciale
- Situation du système d'éducation postpandémie
- Décision concernant le recours obligatoire à l'apprentissage à distance
- Mise en œuvre des Solutions d'affaires en gestion intégrée des ressources (SAGIR) et incidence de cette mise en œuvre sur les commissions scolaires et les centres de services scolaires
- Bill 9 and the National Ombudsman
- The implementation of new collective agreements, inter-round work and the next provincial negotiation
- The post-pandemic education system
- The decision on the mandated usage of distance learning
- The implementation of *Solutions d'affaires en gestion intégrée des ressources* (SAGIR) and its impact on school boards and school service centres

ÉVÉNEMENTS

- 4 février : Initiative de recherche du *Leadership Committee for English Education in Québec* (LCEEQ) menée avec l'Université McGill sur l'utilisation de la pandémie pour faire la transition à une nouvelle réalité, avec Will Richardson et Homa Tavangar et l'ADGCSAQ
- 7-8 février : Conférence du LCEEQ ayant pour thème *The Reflective Practitioner*
- 8 février : Entrevue accordée à CJAD 800 concernant le projet de recrutement de DG anglophones
- 9 février : Présentation sur le désamorçage de parents en escalade dans le cadre de notre initiative visant à répondre à la montée de la tension que nous ressentons au sein de notre communauté et qui est également ressentie partout dans la province

À TITRE INFORMATIF

- Un incident a eu lieu dans une de nos écoles. Du matériel a été utilisé dans une classe de première secondaire pour représenter un stéréotype de minorité. Explication de tout ce que fait la CSR en matière d'équité, de diversité et d'inclusion.

EVENTS

- February 4: Leadership Committee for English Education in Québec (LCEEQ) research project with McGill University on using the pandemic to move to a new post-COVID reality with Will Richardson and Homa Tavangar and the ADGESBQ
- February 7–8: LCEEQ conference on the *The Reflective Practitioner*
- February 8: Interview granted to CJAD 800 regarding the English DGs provincial recruitment project
- February 9: Presentation on defusing escalated parents as part of our initiative to address the rise of tension we feel in our community which is also felt throughout the province

FOR YOUR INFORMATION

- Incident that took place in one of our schools where material was used in a secondary 1 class portraying a minority stereotype. Explained everything that RSB is doing regarding equity, diversity and inclusion.

- Des audiences se tiendront le 19 janvier 2022 sur le projet de loi 9.
- 75 % de nos écoles primaires ont terminé leur deuxième clinique de vaccination.
- Signalement de cas de COVID-19 dans nos écoles et centres.
- La date limite pour déposer le rapport de mi-année sur les projets éducatifs a été prolongée au 15 avril 2022.
- Nous n'avons pas encore accès au contenu du nouveau cours *Culture et citoyenneté québécoise*, cependant il fera l'objet d'un projet-pilote dans une classe avec l'appui de trois de nos conseillers pédagogiques. Toutes les parties prenantes au projet-pilote ont dû signer un accord de confidentialité.
- La journée pédagogique conditionnelle du 19 avril 2022 a été annulée en raison de la tempête de neige du 17 janvier 2022. Par conséquent, le 19 avril 2022 sera une journée de classe normale.
- La journée pédagogique conditionnelle du 30 mai 2022 sera une journée de classe normale **SEULEMENT** dans le cas des écoles suivantes, en raison de l'élection fédérale du 20 septembre 2021 :
 - École secondaire régionale Heritage
 - École Saint-Lawrence
 - École primaire Boucherville
 - École internationale Courtland Park
- There will be Bill 9 hearings on January 19, 2022.
- 75% of our elementary schools have completed their second vaccination clinics.
- Communication of the COVID-19 cases in our schools and centres.
- The mid-year report deadline for Educational Projects has been extended to April 15, 2022.
- We do not have access to the content of the new "*Culture et citoyenneté québécoise*" course yet, however, we have one class that will pilot it with the support of three of our pedagogical consultants. Everyone involved in the pilot project had to sign a confidentiality agreement.
- The April 19, 2022 conditional pedagogical day was cancelled due to the January 17, 2022 snowstorm, therefore, April 19, 2022 is now a regular school day.
- The May 30, 2022 conditional pedagogical day will be a regular school day **ONLY** for the following schools due to the September 20, 2021 federal elections:
 - Heritage Regional High School
 - St. Lawrence School
 - Boucherville Elementary School
 - Courtland Park International School

CHAPEAU

- Au Centre ACCESS pour son offre des programmes accélérés suivants :
 - Programme de formation d'infirmières auxiliaires avec bourse. Une cohorte de sept étudiant(e)s a commencé sa formation en janvier 2022 en collaboration avec la Commission scolaire New-Frontiers (CSNF).
 - Programme de formation d'adjoint(e)s administratifs (ives) avec bourse. Une cohorte peut commencer en février 2022 (il n'y a qu'une seule personne candidate à ce jour).
- Au commissaire Mazur pour sa participation

HAT'S OFF

- To ACCESS for offering the following accelerated programs:
 - Auxiliary nurses training program with bursary. One cohort started in January 2022 with seven students in collaboration with New Frontiers School Board (NFSB).
 - Clinical administrative assistant training program with bursary. One cohort can begin in February 2022 (there is only one candidate as of now).
- To Commissioner Mazur for his participation as a guest at the Student Advisory Committee.

comme invité du comité consultatif des élèves.

- Au ministre de l'Éducation pour son initiative offensive et sa main-d'œuvre visant à attirer plus de personnes au secteur de l'éducation.
- À Marie-Josée Blais pour sa nomination comme nouvelle sous-ministre adjointe.
- À tous les membres du personnel de Riverside dans le cadre de la Semaine de reconnaissance du personnel, célébrée du 7 au 11 février 2022, pour leurs réalisations quotidiennes remarquables qui font de Riverside ce qu'elle est! Le directeur général, Sylvain Racette, les a remerciés pour leur engagement qui se traduit par la réussite et le bien-être de nos élèves, pour le petit effort supplémentaire qu'ils font toujours pour soutenir nos parents et nos écoles et pour être des collègues exceptionnels de l'équipe de Riverside! Il leur a adressé un grand merci, car ils forment une équipe formidable!

Comité des parents — C. Ronning

Les réunions du comité de parents ont eu lieu les 10 janvier et 7 février 2022.

Réunion du 10 janvier 2022

- La directrice des services éducatifs, Jessica Saada, a présenté des éléments, des initiatives et des idées tirés du rapport annuel de la Commission scolaire Riverside (CSR). Le comité a reçu des détails sur les investissements technologiques réalisés par la CSR depuis le début de la pandémie, tels que la distribution d'ordinateurs portables, des licences numériques, du développement professionnel et des services de bibliothèque en ligne.
- Certaines des difficultés liées à l'apprentissage à distance ont été discutées.
- De l'information a été fournie sur la publication des bulletins de notes et sur la décision de reporter la date de la fin du trimestre.

- To the Minister of Education for their aggressive operation and manpower to attract more personnel in the Education sector.
- To Marie-Josée Blais for her appointment as the new Assistant Deputy Minister.
- To all Riverside Staff during Staff Appreciation Week that was celebrated during the week of February 7 – 11, 2022 for their remarkable daily accomplishments that make Riverside what it is! Sylvain Racette, Director General, thanked them for their commitment that shines through the success and well-being of our students, for the constant extra mile they always go to support our parents and our schools and for being exceptional colleagues of the Riverside team! He gave them a big thank you as they are an awesome team!

Parents' Committee — C. Ronning

The Parent's Committee met on January 10 and February 7, 2022.

January 10, 2022 meeting

- Jessica Saada, Director of Educational Services, presented elements, initiatives, and insights of Riverside School Board's (RSB) annual report. The committee received details on the technological investments made by RSB since the beginning of the pandemic, such as laptops issued, digital licenses, professional development, and online library services.
- Some of the challenges of distance learning were discussed.
- Information was provided about report card publication and the decision to postpone the term end date.
- The representative from REACH School brought up challenges the staff and parents are facing regarding COVID-19, reporting rules that were modified just prior to the

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

- La personne représentant l'école REACH a évoqué les difficultés liées à la COVID-19 rencontrées par le personnel et les parents et les règles de signalement qui ont été modifiées juste avant la fermeture soudaine de la plupart des écoles la semaine du 20 décembre 2021. La présidente a convenu de faire part de ces problèmes au directeur général par écrit.

sudden closure of most schools in the week of December 20, 2021. The chair agreed to bring forward these issues to the Director General in a letter.

Réunion du 7 février 2022

- Le directeur général, Sylvain Racette, a fait un suivi avec le comité de parents (CP) concernant la lettre envoyée par la présidente du CP. Il a précisé que, étant donné que la santé publique ne fait plus de recherche de contacts, allant de l'avant, la CSR travaillera avec des données de la plateforme Mozaik pour publier toutes les deux semaines, sur son site Web, le nombre d'absences attribuables à la COVID-19 par niveau et par école. Le CP remercie M. Racette pour la réactivité de la CSR aux besoins des parents.
- Une discussion a eu lieu concernant la procédure de plainte de la CSR et le rôle du CP dans la procédure de plainte. Il a été avancé que le CP est une partie à cette procédure généralement dans la mesure où un enjeu a une incidence systémique ou politique.
- Sylvain Racette a parlé d'un incident récent et malheureux qui s'est produit à l'école secondaire régionale Centennial (ESRC) — incident ayant été rapporté par les médias. Le directeur général a expliqué les mesures que prend la commission scolaire pour transformer cet incident en un moment d'apprentissage et a parlé du programme EDI (équité, diversité et inclusion) de la commission scolaire. Il a expliqué que le travail visera à améliorer la communication et la visibilité du programme.
- La personne représentant l'Association des comités de parents anglophones du Québec (ACPA) a demandé une motion pour donner à l'ACPA le mandat de parler de racisme au ministre de l'Éducation.

February 7, 2022 meeting

- Sylvain Racette, Director General, followed up with the Parents' Committee (PC) regarding the letter that was sent by the PC chair. He advised that since *public health authorities are* no longer doing contact tracing, going forward, RSB will be working with data from the Mozaik platform to publish on a bi-weekly basis, the number of absences due to COVID-19 by grade and per school on the RSB website. The PC thanked Mr. Racette for RSB's responsiveness to parents' needs.
- Discussion was held regarding RSB's complaint procedure and the role of the PC within the complaint procedure. It was held that PC generally gets involved to the extent that an issue has a systemic or policy impact.
- Sylvain Racette touched on a recent and unfortunate event which occurred at Centennial Regional High School (CRHS) and was picked up by the media. The Director General explained the ways in which the board is turning this incident into a learning moment and spoke about the EDI (Equity, Diversity and Inclusion) program within the school board. He explained that they will work on improving the communication and visibility of the program.
- The English Parents' Committee Association of Québec (EPCA) representative asked for a motion to give the EPCA a mandate to talk to the Minister of Education about racism. The EPCA wrote a brief on Bill 9 (Student Ombudsman) and presented it to the National Assembly to share their concerns

L'ACPA a rédigé un mémoire sur le projet de loi 9 (protecteur de l'élève) et l'a déposé à l'Assemblée nationale pour faire part de ses préoccupations au nom des parents anglophones. L'ACPA a également publié une déclaration concernant la nomination controversée au poste de sous-ministre adjoint.

- Une discussion a eu lieu concernant le projet pilote de transport utilisant l'appli MBUS. Cette appli permet de voir les enfants monter à bord des autobus. Sylvain Racette a affirmé qu'il prévoit que ce projet pilote soit déployé sur l'ensemble du territoire.

La prochaine réunion est prévue le 7 mars 2022.

Comité consultatif EHDAA — C. Ronning

La réunion du comité consultatif EHDAA a eu lieu le 24 janvier 2022.

Politique sur l'organisation des services éducatifs pour les élèves handicapés et les élèves en difficulté d'adaptation ou d'apprentissage

Des révisions de la politique ont été faites en groupe. Une nouvelle version révisée sera présentée au secrétaire général.

Séances avec les parents

Catherine Korah, conseillère en rééducation, se joindra aux discussions lors de prochaines séances avec les parents. M^{me} Korah travaille avec les Services complémentaires et le *Centre of Excellence for Behaviour Management*. Il y aura deux séances à préparer avant la fin de l'année scolaire.

La prochaine réunion est prévue le 23 février 2022, au cours de laquelle une séance sera animée avec des parents. Plus de détails à suivre.

on behalf of English parents. The EPCA also released a statement regarding the controversial appointment to the position of assistant deputy minister. A discussion took place regarding the transport pilot project using the MBUS app. This app allows you to see children boarding buses. Sylvain Racette said that he foresees this pilot project to be rolled out generally across the territory.

The next meeting is scheduled for March 7, 2022.

Special Needs Advisory Committee — C. Ronning

The Special Needs Advisory Committee met on January 24, 2022.

Policy Concerning the Organization of Educational Services for Students with Handicaps and Students with Social Maladjustments or Learning Disabilities

Revisions to the policy were made together as a group. A new revised version will be submitted to the Secretary General.

Parent Sessions

Catherine Korah, Counsellor in Reeducation, will join for discussions in upcoming parent sessions. Ms. Korah works with Complementary Services and the Centre of Excellence for Behaviour Management. There will be two sessions to be prepared before the end of the school year.

The next meeting is scheduled for February 23, 2022, when a parent session will be hosted. More details to come.

RAPPORTS (comités)

Exécutif — D. Lamoureux

Le comité exécutif s'est réuni le 1^{er} février 2022.

Aucun sujet de discussion n'a été soulevé pendant la réunion du comité exécutif, à l'exception de l'approbation du procès-verbal de la réunion ordinaire du 7 décembre 2021.

La prochaine réunion est prévue le 3 mai 2022.

Consultatif de transport — L. Llewelyn-Cuffling

Le comité consultatif de transport s'est réuni le 26 janvier 2022.

Les sujets suivants ont été discutés dans le cadre de la réunion du comité consultatif de transport :

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

Le comité a passé en revue les sujets suivants :

- Retour en classe
- Lignes directrices liées à la COVID-19 de la santé publique
- Budget 2021-2022 révisé
- Résolutions envoyées par courriel en décembre concernant deux nouveaux contrats de transport par berlines et le renouvellement d'un contrat de transport par autobus
- Transport au site de vaccination contre la COVID-19
- Prochaines négociations avec les transporteurs
- Projet pilote mTransport
- Formation des chauffeurs
- Pénurie de chauffeurs d'autobus

REPORTS (committees)

Executive — D. Lamoureux

The Executive Committee met on February 1, 2022.

There were no topics of discussion raised at the Executive Committee meeting except for the approval of the minutes of the regular meeting held on December 7, 2021.

The next meeting is scheduled for May 3, 2022.

Transportation Advisory — L. Llewelyn-Cuffling

The Transportation Advisory Committee met on January 26, 2022.

The following topics were discussed at the Transportation Committee meeting:

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

The committee reviewed the following topics:

- The return to school
- COVID-19 guidelines from public health authorities
- Revised 2021–2022 budget
- The resolutions sent by email in December for two new berline contracts and for the renewal of 1 bus contract
- Transportation to COVID-19 vaccination site
- Upcoming negotiations with transporters
- mTransport pilot project
- Driver training
- Lack of bus drivers

La prochaine réunion est prévue le 7 mars 2022.

The next meeting is scheduled for March 7, 2022.

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

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

Le comité de vérification s'est réuni le 8 février 2022.

The Audit Committee met on February 8, 2022.

Les sujets suivants ont été abordés dans le cadre de la réunion du comité de vérification (finances et ressources matérielles) :

The following topics were discussed at the Audit (Finance and Material Resources) Committee meeting:

Contrat avec la Banque Nationale du Canada

National Bank of Canada Agreement

Le renouvellement du contrat pour deux ans au même coût actuel. Il pourrait y avoir des changements à la deuxième année en raison du financement du projet d'investissement qui est maintenant effectué directement par Financement Québec. La résolution sera présentée à la prochaine réunion du Conseil des commissaires, à l'appui de tous les membres.

The contract renewal for two years at the same current cost. The second year might have changes due to the financing of the investment project that is now done directly by *Financement Québec*. The resolution will be presented at the next Council of Commissioners meeting and is supported by all members.

Budget 2021-2022 révisé

Revised 2021–2022 Budget

En raison de la nouvelle convention collective et des coûts liés à la COVID-19, il nous manque encore de l'information pour évaluer ces coûts. L'estimation de l'excédent ou du déficit projeté sera reportée jusqu'à ce que nous ayons plus d'information. Les écoles et les services disposent individuellement de toute l'information nécessaire pour gérer correctement leur budget 2021-2022.

Due to the new collective agreement and the cost of COVID-19, we are still missing information to be able to evaluate these costs. The estimated projected surplus or deficit will be postponed until we have more information. Every school and department have all their information to adequately manage their budget for 2021–2022.

Suivi concernant le poste de directrice adjointe /directeur adjoint des ressources financières

Follow-up on the Position of Assistant Director of Financial Resources

Au terme de trois affichages, nous avons maintenant trois candidatures solides. Des entrevues se tiendront cette semaine.

After three postings, we now have three good candidates. Interviews will be held this week.

Négociations avec les transporteurs

Les contrats de transport par autobus arrivent tous à échéance en 2021-2022. Les négociations en vue de leur renouvellement seront entamées une fois que les paramètres financiers pour 2022-2023 auront été reçus.

Résolution pour l'attribution d'un contrat pour le remplacement des systèmes d'alarme incendie et d'interphone à l'école secondaire régionale Heritage

Le contrat ne sera pas attribué en raison des prix excessivement élevés.

Location du centre ACCESS Brossard

Nous profitons de l'occasion pour prolonger la location du centre ACCESS Brossard d'une période de deux ans. Le contrat de location a été approuvé il y a trois ans. Une légère augmentation de 0,25 \$ le pied carré sera appliquée.

La prochaine réunion est prévue le 22 février 2022.

Gouvernance et éthique — C. Craig

Le comité de gouvernance et d'éthique s'est réuni le 1^{er} février 2022.

Les sujets suivants ont été discutés pendant la réunion du comité de gouvernance et d'éthique :

Développement personnel des commissaires

Le secrétaire général, John McLaren, s'est entretenu avec D^{re} Sabrina Jafralie au sujet de la possibilité d'offrir une séance de développement personnel aux commissaires. Elle a transmis à M. McLaren ses disponibilités jusqu'à la fin de mai. Il serait utile de pouvoir compter sur D^{re} Jafralie, éducatrice, érudite et étoile montante de la formation des maîtres, de la littérature

Negotiations With Transporters

The bus contracts are all coming to an end in 2021–2022. Negotiations for their renewal will start with the reception of the 2022–2023 financial parameters.

Resolution for the Awarding of a Contract for the Replacement of the Fire Alarm and Intercom Systems at Heritage Regional High School

The contract will not be awarded due to the excessively high prices.

ACCESS Brossard Rental

We are taking the opportunity to extend the ACCESS Brossard rental for a period of two years. The rental contract was approved three years ago. A small increase of \$0.25 per square foot will be applied.

The next meeting is on February 22, 2022.

Governance and Ethics — C. Craig

The Governance and Ethics Committee met on February 1, 2022.

The following topics were discussed at the Governance and Ethics Committee meeting:

Commissioners' Personal Development

John McLaren, Secretary General, spoke to Dr. Sabrina Jafralie about the possibility of providing personal development to commissioners. She sent Mr. McLaren her availability until the end of May. It would be helpful to have Dr. Jafralie, educator, scholar and rising leader in teacher education and religious literacy and diversity, discuss the current state of our policies in the context of

religieuse et de la diversité, pour discuter de l'état actuel de nos politiques dans le contexte de la diversité. Cela pourrait représenter une bonne première étape. La séance aurait lieu de préférence un mardi. M. McLaren enverra un courriel aux membres de ce comité pour finaliser les détails, y compris l'aspect financier.

Procédure de traitement des plaintes

Le commissaire Craig suggère d'envoyer à la communauté un rappel concernant la procédure de traitement des plaintes de Riverside. Le directeur général, Sylvain Racette, demandera à Martine Tremblay, conseillère en communication, de publier un rappel sur nos différentes plateformes.

Diffusion des réunions

Il est recommandé de ne pas utiliser la fonction de clavardage pendant les réunions publiques. Les commissaires peuvent utiliser Facebook pour clavarder entre eux.

La prochaine réunion est sur convocation de la présidence.

Ressources humaines — H. Dumont

Le comité des ressources humaines s'est réuni le 7 février 2022.

Les sujets suivants ont été discutés pendant la réunion du comité des ressources humaines :

Calendriers 2022-2023 et 2023-2024 du secteur jeunes

La directrice des ressources humaines, Kim Barnes, a présenté le calendrier scolaire 2022-2023 pour le secteur jeunes et le calendrier scolaire partiel 2023-2024 pour le secteur jeunes. Le comité les a approuvés et ils seront déposés lors de la prochaine réunion du conseil des commissaires.

diversity. This could be a good first step. This would happen preferably on a Tuesday. Mr. McLaren will send an email to the members of this committee to finalize the details including the financial aspect.

Complaints Procedure

Commissioner Craig is suggesting that a reminder be sent to the community regarding the Complaints Procedure that is in place at Riverside. Sylvain Racette, Director General, will ask Martine Tremblay, Communications Officer, to publicize a reminder on our different platforms.

Broadcasting of Meetings

It is recommended not to use the chat feature during public meetings. Commissioners could use their Facebook chat instead to communicate with each other.

The next meeting is at the call of the Chair.

Human Resources — H. Dumont

The Human Resources Committee met on February 7, 2022.

The following topics were discussed at the Human Resources Committee meeting:

2022–2023 and 2023–2024 Youth Calendars

Kim Barnes, Director of Human Resources, presented the 2022–2023 school calendar for the youth sector and the 2023–2024 partial school calendar for the youth sector. They were approved by the committee to be presented at the next Council of Commissioners meeting.

Programme de mentorat d'enseignants

Kim Barnes a informé le comité qu'il existe une nouvelle mesure gouvernementale visant à soutenir les nouveaux enseignants dans le cadre d'un programme de mentorat. Une équivalence enseignant de 1,99 a été accordée à la Commission scolaire Riverside (CSR), laquelle servira à embaucher dix mentors à 0,2 par mentor (1 au centre ACCESS / 1 à l'école REACH / 1 ou 2 pour le secondaire et les autres pour le primaire). Le programme débutera en juin 2022 et sera doté de personnel pour l'année scolaire 2022-2023. Les ressources humaines travaillent avec les services éducatifs sur la sélection et la structure.

Technicien(ne) en administration de ressources humaines

La personne embauchée au poste de technicien(ne) en administration supplémentaire par les ressources humaines en remplacement de Mélanie Lazure, directrice adjointe des ressources humaines, sera maintenue dans un projet spécial financé à hauteur de 20 % par ACCESS. La charge de travail des ressources humaines a considérablement augmenté en raison du nombre d'embauches, de l'équité salariale et des nouvelles conventions collectives, entre autres raisons, nous estimons qu'un(e) technicien(ne) en administration est nécessaire pour vaquer à une partie des tâches techniques.

Passage d'AESOP à Scolago comme plateforme pour l'embauche d'enseignants suppléants à court terme

Le 1^{er} juillet 2022, la CSR passera à une nouvelle entreprise locale qui propose un système de soutien plus moderne sur le plan technologique, plus convivial et moins coûteux. La plateforme est en cours de développement et sera accessible en ligne à compter du 1^{er} juillet 2022. Pour l'instant, elle

Teacher Mentor Program

Kim Barnes informed the committee that there is a new government measure to support new teachers through a mentorship program. 1.99 teacher equivalence has been given to Riverside School Board (RSB) which will be used to hire 10 mentors at 0.2 each (1 at ACCESS / 1 at REACH School / 1 or 2 for secondary and the rest for elementary). It will start in June 2022 and will be staffed for the 2022–2023 school year. Human Resources is working with Educational Services for the selection and structure.

Administration Technician in Human Resources

The additional administration technician that was hired in Human Resources as a replacement for Melanie Lazure, Assistant Director of Human Resources, will be maintained in a special project with 20% of the funding coming from ACCESS. There has been a significant increase in the workload in Human Resources with the number of hirings, salary equity, new collective agreements, etc. and it is felt that an administrative technician is needed to help with the technical tasks.

Change from AESOP to Scolago as a Platform to Hire Short-term Substitute Teachers

On July 1, 2022, RSB will switch to a new local company with a more updated system, user-friendly, less costly and with more technical support. The platform is being developed now and will go live on July 1, 2022. For now, it will be used to place substitute teachers in classrooms when teachers call in an absence.

sera utilisée pour affecter des enseignants suppléants à des classes lorsque des enseignants permanents signalent une absence. Nous espérons que cette plateforme puisse également être utilisée à l'avenir pour d'autres catégories de personnel de soutien, par exemple, les concierges.

It is hoped that it may also be used in the future for other support staff such as caretakers.

Mise à jour concernant la dotation en personnel en temps de COVID

Les enseignantes enceintes sont retirées de leur classe à moins qu'elles ne promettent de maintenir une distance de deux mètres et que leur médecin les autorise à continuer de travailler. Certaines restent en tant que « têtes parlantes » (enseignement à distance) pendant qu'un(e) remplaçant(e) est dans la classe pour en assurer la gestion. Chaque fois qu'il y a deux enseignants(es) dans une classe (*tête parlante* et *lutin*), l'un(e) est codé(e) comme une dépense liée à la COVID-19.

COVID Staffing Update

Pregnant teachers are removed from their classrooms unless they promise to maintain a 2-metre distance and their doctor allows them to remain at work. Some remain as "talking heads" (teaching at distance) while a substitute is in the classroom to provide classroom management. Anytime there are two teachers in a classroom (talking head and elf), one is coded as a COVID-19 expense.

Plans d'urgence

Toutes les écoles ont déposé un plan d'urgence afin de s'assurer de pouvoir prendre toutes les mesures possibles pour garder les classes ouvertes. Le modèle a été inclus dans le dossier de la réunion. Les aspects clés du plan comprennent la suspension de la majorité du temps de libération des enseignants, en s'assurant que des personnes-ressources clés sont identifiées. Les classes les plus vulnérables sont également identifiées afin qu'elles puissent être prioritaires et rester ouvertes si les pénuries de personnel deviennent graves.

Contingency Plans

All schools have submitted a contingency plan to ensure we are taking all possible steps to keep classes open. The template was included in the meeting folder. Key aspects of the plan include putting on hold the majority of teacher release time, ensuring key resource people are identified. More vulnerable classes are identified as well, so that they can be prioritized and kept open if staffing shortages become significant.

Gala 25^e anniversaire de service et départs à la retraite

Il a été décidé qu'il n'y aurait aucun gala pour clore cette année scolaire. Les cadeaux de 25^e anniversaire pour l'année 2021-2022 seront distribués au début de l'année scolaire 2022-2023 et, pour les retraités, au lieu d'un gala, le prix maximal du cadeau remis sera bonifié de 100 \$ à 120 \$. La participation

25th Anniversary and Retirement Gala

It was decided that there would not be a gala for this school year. The 25th anniversary gifts for the 2021-2022 year will be distributed at the start of the 2022-2023 school year, and for the retirees, in lieu of the gala, the maximum gift price will be increased from \$100 to \$120. Attendance at the gala has been dwindling

au gala a diminué et le comité examine diverses options pour célébrer le personnel qui prend sa retraite ou qui cumule 25 ans de service. Il a notamment été suggéré de maintenir le prix plus élevé des cadeaux ou d'envisager un cocktail en plein air en mai ou juin au cours des années à venir, afin de permettre à tous de se réunir dans un lieu moins coûteux et moins formel, l'espoir étant que les employés ayant cumulé 25 ans de service et les retraités soient plus nombreux à y participer. Le comité des ressources humaines aime la suggestion d'un rassemblement en plein air. Quelle que soit la décision prise, elle devra faire l'objet d'un suivi et être réévaluée dans deux ans. D'autres discussions suivront avant que le dossier ne soit présenté au conseil des commissaires.

Processus d'embauche

La *Politique relative à l'embauche du personnel de la Commission scolaire Riverside* a été mise à jour et une ébauche de la politique mise à jour a été présentée. Les membres du comité ont jusqu'à 16 h le 21 février 2022 pour partager, par courriel, tous leurs commentaires concernant l'ébauche. Kim Barnes fixera le calendrier avec John McLaren afin que la politique révisée soit d'abord présentée au comité exécutif, puis au conseil des commissaires pour adoption, une fois que la version définitive aura été approuvée par le comité des ressources humaines.

La prochaine réunion est sur convocation de la présidence.

Communications — A. Capobianco-Skipworth

Le comité des communications s'est réuni le 25 janvier 2022.

Les sujets suivants ont été discutés pendant la réunion du comité des communications :

- Le principal point de discussion a été la semaine de reconnaissance du personnel.

and the committee is looking at various options to celebrate staff who are retiring or who have 25 years of service. Suggestions included keeping the higher gift price or the possibility of an outdoor cocktail at the board in May or June in future years to allow for all to gather in a less expensive and formal venue, with the hopes that more 25th anniversary and retirees will attend. The Human Resource committee likes the outdoor gathering suggestion. Whatever is decided, it should be monitored and revisited in two years. More discussions to follow before it is brought to the Council of Commissioners.

Hiring Process

The *Policy Governing the Engagement of Personnel at Riverside School Board* has been updated and a draft revised policy was presented. Members of the committee have until February 21, 2022 at 4 p.m. to share, by email, all their feedback regarding the draft. Kim Barnes will set the timeline with John McLaren so that the revised policy is brought first to the Executive Committee and then the Council of Commissioners for adoption once the final version is agreed upon by the Human Resources Committee.

The next meeting is at the call of the Chair.

Communications — A. Capobianco-Skipworth

The Communications Committee met on January 25, 2022.

The following topics were discussed at the Communications Committee meeting:

- The main point discussed was Staff Appreciation Week. The committee

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

Le comité a décidé à l'unanimité de concentrer son attention sur sa communauté. Les membres ont préparé un message pour le président Lamoureux et le vice-président Craig. Le comité se réunira dans les bureaux de la Commission scolaire Riverside (CSR) et filmera ce message qui sera publié sur la page Facebook de la CSR. Dans leur message, les membres témoignent leur plus profonde et sincère gratitude à tous les membres de notre personnel. Aussi, ils y demandent aux membres de la communauté de la CSR d'envoyer à leur tour des messages personnels de gratitude par texto, photo ou vidéo.

- À la fin de la semaine, la conseillère en communication Martine Tremblay a créé un babillard pour y afficher tous les extraordinaires messages de gratitude, lesquels ont également été publiés sur le site Web de la CSR.
- Le comité a saisi cette occasion pour réitérer sa gratitude à chaque membre du personnel de la CSR pour son dévouement, son travail acharné, sa souplesse, son incroyable positivité et son attitude reconfortante à l'égard de nos élèves et de notre communauté.
- La commissaire Capobianco-Skipworth a remercié notre communauté pour sa participation.
- En raison de conflits d'horaires et de réunions urgentes qui se sont ajoutées au calendrier, la réunion du comité des communications de février sera annulée.
- Le comité a décidé de publier un message souhaitant à notre personnel et à notre communauté une merveilleuse semaine de relâche en toute sécurité. Aussi, le comité invitera notre communauté à envoyer des photos et des vidéos d'activités pratiquées pendant la semaine de relâche dans l'optique de les partager à notre retour.

La prochaine réunion est sur convocation de la présidence.

unanimously agreed that they would focus their attention on their community. They prepared a message for the Chair Lamoureux and Vice Chair Craig. The committee will meet at the Board office and will film this message which would be posted on the Board's Facebook page. The message includes their deepest and sincerest gratitude to all our staff members. They also asked the Riverside School Board (RSB) community to send in their own personal messages of gratitude by text, photos and videos.

- At the end of the week, Martine Tremblay, Communications Officer, created a message board with all the incredible words of gratitude which was also posted on the RSB website.
- The committee took this opportunity to reiterate their gratitude to every RSB staff member for their dedication, hard work, flexibility, incredible positivity and heartwarming attitude towards our students and community.
- Commissioner Capobianco-Skipworth thanked our community for participating.
- Due to conflicts in schedules and added urgent meetings, the February Communications Committee meeting will be cancelled.
- The committee has decided to post a message wishing our staff and community a safe and wonderful Spring Break and will also invite our community to send in their photos and videos of their activities during the well-needed break so they can be shared upon our return.

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 28 janvier 2022.

De nombreux sujets ont été discutés, dont les suivants :

Projet de loi 9

Plus tôt ce mois-ci, l'Association des commissions scolaires anglophones du Québec (ACSAQ) a livré une présentation conjointement avec l'*Association of Directors General of English School Boards of Québec* (ADGESBQ) dans le cadre de la commission parlementaire sur la culture et l'éducation portant sur le projet de loi 9, *Loi sur le protecteur national de l'élève*.

Projet de loi 40

L'ACSAQ n'a rien de nouveau à annoncer au sujet de la procédure judiciaire concernant le projet de loi 40 ou, plus précisément, le jugement sur le fond de la question du juge Lussier. Le comité a été informé que l'ACSAQ recevra un avis d'une heure avant que la décision ne soit rendue.

Sous-ministre adjointe

Comme vous le savez, le conseil des ministres a nommé Marie-Josée Blais au poste de sous-ministre adjointe (SMA) responsable de notre réseau. L'ACSAQ tient à la féliciter pour sa nomination.

Autres sujets et faits saillants

Outre les discussions sur les projets de loi 9, 40 et 49, la commission scolaire a discuté brièvement du projet de loi 96, *Loi sur la langue officielle et commune du Québec, le français*. Il n'y a rien de nouveau à signaler, à l'exception notable du fait que la commission parlementaire de la culture et de l'éducation étudie le projet de loi article par article. Le conseil d'administration a reçu les rapports

QESBA — A. Capobianco-Skipworth

The QESBA Committee met on January 28, 2022.

Many topics were discussed including the following:

Bill 9

The Québec English School Boards Association (QESBA) jointly with the Association of Directors General of English School Boards of Québec (ADGESBQ) made a presentation to the Parliamentary Commission on Culture and Education earlier this month on Bill 9, *An Act respecting the National Student Ombudsman*.

Bill 40

QESBA has nothing new to report on the Bill 40 court case or, more specifically, on the judgment on the merits of the case by Justice Lussier. The committee has been informed that QESBA will receive an hour's notice before the decision is rendered.

Assistant Deputy Minister

As you know, the Cabinet appointed Marie-Josée Blais as the Assistant Deputy Minister (ADM) to our Network. QESBA would like to congratulate her on the appointment.

Additional Topics and Highlights

Aside from discussions on Bills 9, 40 and 49, the School Board briefly discussed Bill 96: *An Act respecting French, the official and common language of Québec*. There is nothing new to report with the notable exception that the parliamentary commission on Culture and Education is reviewing the Bill clause by clause. The Board of Directors received official reports from the Finance

officiels du comité des finances (états des revenus et dépenses d'août à décembre 2021) et le rapport du comité des nominations avant l'assemblée générale annuelle de la Commission de l'éducation en langue anglaise (CELA). Le conseil d'administration a reçu le rapport de la CELA intitulé *Prioritizing Student Diversity in Québec's Education System* (traduction libre : Prioriser la diversité des élèves dans le système d'éducation du Québec).

Committee (statements of revenue and expenses from August to December 2021) and the Nominations Committee report prior to the annual general meeting of the Advisory Board on English Education (ABEE) The Board of Directors received the ABEE's report entitled *Prioritizing Student Diversity in Québec's Education System*.

La prochaine réunion est sur convocation de la présidence.

The next meeting is scheduled call of the Chair.

Résolution BXXX-20220215 **REPORTÉE**
DÉPÔT POUR FINS DE CONSULTATION DE LA POLITIQUE SUR L'ORGANISATION DES SERVICES ÉDUCATIFS POUR LES ÉLÈVES AYANT DES DIFFICULTÉS D'APPRENTISSAGE, PHYSIQUES, SOCIALES OU ÉMOTIONNELLES (actuellement surnommée : *Politique sur l'organisation des services éducatifs pour les élèves handicapés et les élèves en difficulté d'adaptation ou d'apprentissage*)

Resolution BXXX-20220215 **TABLED**
DEPOSIT FOR CONSULTATION OF THE POLICY CONCERNING THE ORGANIZATION OF EDUCATIONAL SERVICES FOR STUDENTS WITH LEARNING, PHYSICAL, SOCIAL, OR EMOTIONAL DIFFICULTIES (Currently Named: *Policy Concerning the Organization of Educational Services for Students with Handicaps and Students with Social Maladjustments or Learning Disabilities*)

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/la commissaire **XXX**, appuyé(e) par le/la commissaire **XXX**, que la *Politique sur l'organisation des services éducatifs pour les élèves ayant des difficultés d'apprentissage, physiques, sociales ou émotionnelles* (actuellement surnommée : *Politique sur l'organisation des services éducatifs pour les élèves handicapés et les élèves en difficulté d'adaptation ou d'apprentissage*) soit déposée pour fins de consultations pour la période du 18 février 2022 au 3 avril 2022.

IT IS MOVED by Commissioner **XXX**, seconded by Commissioner **XXX**, that the Deposit for Consultation of the *Policy Concerning the Organization of Educational Services for Students with Learning, Physical, Social, or Emotional Difficulties* (currently named: *Policy Concerning the Organization of Educational Services for Students with Handicaps and Students with Social Maladjustments or Learning Disabilities*) be deposited for consultation for the period from February 18, 2022 to April 3, 2022.

XXX

XXX

Résolution B830-20220215
**RENOUVELLEMENT DE BAIL POUR
ACCESS BROSSARD POUR LA PÉRIODE
ALLANT DU 1^{er} SEPTEMBRE 2022 AU 31
AOÛT 2024**

CONSIDÉRANT que la résolution B695-20190122 a été approuvée par le conseil des commissaires le 15 janvier 2019 pour la modification de la résolution B690-20181120 ;

CONSIDÉRANT que le conseil des commissaires a approuvé le 20 novembre 2018 le renouvellement du bail des locaux situés au 7900, boulevard Taschereau, local C-100 et C-204A dans la ville de Brossard pour une période de trois (3) ans avec option de renouvellement pour deux (2) années supplémentaires, soit du 1^{er} septembre 2022 au 31 août 2024, pour le centre Access Brossard, et ce, en référence à la résolution B690-20181120 ;

CONSIDÉRANT que la Commission scolaire Riverside demande l'option de renouveler le bail du centre Access Brossard pour une période additionnelle de deux (2) ans, soit du 1^{er} septembre 2022 au 31 août 2024 ;

IL EST PROPOSÉ par le commissaire Mazur, appuyé par la commissaire Booth-Morrison, de renouveler le bail du centre Access Brossard pour une période additionnelle de deux (2) ans, soit du 1^{er} septembre 2022 au 31 août 2024.

ADOPTÉE À L'UNANIMITÉ

Résolution F297-20220215
**PROLONGEMENT DE L'ENTENTE POUR
LES SERVICES BANCAIRES AVEC LA
BANQUE NATIONALE DU CANADA POUR
DEUX (2) PÉRIODES ADDITIONNELLES
D'UNE (1) ANNÉE CHACUNE**

CONSIDÉRANT que l'entente pour les services bancaires de la Banque Nationale du Canada se termine le 30 juin 2022 ;

Resolution B830-20220215
**RENEWAL OF LEASE FOR ACCESS
BROSSARD FOR THE PERIOD BETWEEN
SEPTEMBER 1, 2022 TO AUGUST 31, 2024**

WHEREAS resolution B695-20190122 was approved by the Council of Commissioners on January 15, 2019, for the amendment of resolution B690-20181120 ;

WHEREAS the Council of Commissioners approved on November 20, 2018, the renewal of the lease for the premises located at 7900 Taschereau Boulevard, locals C-100 and C-204A, in the City of Brossard for a period of three (3) years with the option to renew for an additional two (2) years, from September 1, 2022 to August 31, 2024, for the ACCESS Brossard Centre and this in reference to resolution B690-20181120 ;

WHEREAS Riverside School Board is requesting the option to renew the lease for ACCESS Brossard Centre for an additional two (2) years for the period between September 1, 2022 to August 31, 2024 ;

IT IS MOVED by Commissioner Mazur, seconded by Commissioner Booth-Morrison, to renew the lease for ACCESS Brossard Centre for an additional two (2) years for the period between September 1, 2022 to August 31, 2024.

UNANIMOUS

Resolution F297-20220215
**EXTENSION OF THE BANKING
AGREEMENT FOR SERVICES WITH THE
NATIONAL BANK OF CANADA FOR AN
ADDITIONAL TWO (2) ONE (1) YEAR
PERIOD EACH**

WHEREAS the banking agreement with the National Bank of Canada banking services ends on June 30, 2022 ;

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

CONSIDÉRANT que la proposition de prolongation de deux (2) périodes d'une (1) année chacune serait aux mêmes termes et conditions que ceux présentement en vigueur (référence lettre du 26 avril 2019) ;

CONSIDÉRANT la recommandation du comité de vérification (finances et ressources matérielles) ;

IL EST PROPOSÉ par la commissaire Booth-Morrison, appuyée par la commissaire Llewelyn-Cuffling, de prolonger l'entente pour les services bancaires avec la Banque Nationale du Canada pour deux (2) périodes additionnelles d'une (1) année chacune selon les mêmes termes et conditions actuellement en vigueur.

ADOPTÉE À L'UNANIMITÉ

Résolution HR621-20220215
ADOPTION DU CALENDRIER SCOLAIRE 2022-2023 POUR LE SECTEUR JEUNES

CONSIDÉRANT que le calendrier scolaire 2022-2023 pour le secteur jeunes fut soumis pour fins de consultation ;

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

IL EST PROPOSÉ par la commissaire Ronning, appuyée par la commissaire Dumont, que le calendrier scolaire 2022-2023 pour le secteur jeunes soit adopté et qu'une copie soit annexée au présent procès-verbal.

ADOPTÉE À L'UNANIMITÉ

Résolution HR622-20220215
ADOPTION DU CALENDRIER SCOLAIRE PARTIEL 2023-2024 POUR LE SECTEUR JEUNES

WHEREAS the proposal for the extension of two (2) periods of one (1) year each would be under the same terms and conditions as those currently in force (reference letter of April 26, 2019);

CONSIDERING the recommendations of the Audit (Finance and Material Resources) Committee;

IT IS MOVED by Commissioner Booth-Morrison, seconded by Commissioner Llewelyn-Cuffling, to extend the banking agreement for services with the National Bank of Canada for an additional two (2) one (1) year period each under the same terms and conditions currently in force.

UNANIMOUS

Resolution HR621-20220215
ADOPTION OF THE 2022-2023 SCHOOL CALENDAR FOR THE YOUTH SECTOR

WHEREAS the 2022-2023 school calendar for the youth sector has been the subject of consultation;

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

IT IS MOVED by Commissioner Ronning, seconded by Commissioner Dumont, that the 2022-2023 school calendar for the youth sector be adopted and that a copy be appended to these minutes.

UNANIMOUS

Resolution HR622-20220215
ADOPTION OF THE 2023-2024 PARTIAL SCHOOL CALENDAR FOR THE YOUTH SECTOR

CONSIDÉRANT que le calendrier scolaire partiel 2023-2024 pour le secteur jeune fut soumis pour fins de consultation ;

IL EST PROPOSÉ par la commissaire Ronning, appuyée par la commissaire Dumont, que le calendrier scolaire partiel 2023-2024 pour le secteur jeunes soit adopté et qu'une copie soit annexée au présent procès-verbal.

WHEREAS the 2023–2024 partial school calendar for the youth sector has been the subject of consultation;

IT IS MOVED by Commissioner Ronning, seconded by Commissioner Dumont, that the 2023–2024 partial school calendar for the youth sector be adopted and that a copy be appended to these minutes.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution B831-20220215

RENOUVELLEMENT DES ASSURANCES GÉNÉRALES POUR L'ANNÉE SCOLAIRE 2022-2023 POUR MANDATER GESTION GUY TURCOT & ASSOCIÉS INC.

Resolution B831-20220215

RENEWAL OF GENERAL INSURANCE FOR THE 2022–2023 SCHOOL YEAR TO MANDATE *GESTION TURCOT & ASSOCIÉS INC.*

CONSIDÉRANT que, en vertu de la résolution numéro B696-20190122 adoptée le 22 janvier 2019, la Commission scolaire Riverside acceptait de participer à un achat regroupé en matière d'assurance avec treize (13) commissions scolaires de la Montérégie et de l'Estrie, pour une période de cinq (5) ans débutant avec l'année scolaire 2019-2020, et d'une option de quatre (4) renouvellements annuels à compter de l'année scolaire 2020-2021 ;

WHEREAS Riverside School Board, as per resolution number B696-20190122 adopted on January 22, 2019, agreed to participate in a group insurance purchase with thirteen (13) school boards of the Montérégie and Estrie regions, for a period of five (5) years beginning with the 2019–2020 school year, with the possibility of four (4) annual renewals as of the 2020–2021 school;

CONSIDÉRANT que la présente police d'assurance viendra à échéance le 30 juin 2022 ;

WHEREAS the current insurance policy will expire on June 30, 2022;

CONSIDÉRANT les économies substantielles réalisées dans le cadre de ce regroupement depuis neuf (9) ans et l'intérêt de la Commission scolaire Riverside de maintenir sa participation ;

WHEREAS substantial savings have been made through group purchasing over the past nine (9) years and that it is in Riverside School Board's best interest to continue its participation in this group purchasing;

CONSIDÉRANT l'offre de service datée du mois de décembre 2021 et selon les tarifs proposés en janvier 2022 par la firme Gestion Turcot & associés inc d'entamer une négociation de gré à gré avec les assureurs actuels en application de la clause d'option de renouvellement prévu au contrat en vigueur pour l'ensemble des membres du regroupement ;

WHEREAS the offer of service dated December 2021 and the fees proposed in January 2022 from the firm of *Gestion Turcot & Associés inc.* to begin negotiations with our current insurers as per the renewal option clause currently in force for all of the members of the grouping;

CONSIDÉRANT qu'un rapport d'analyse et des recommandations seront présentés par la firme *Gestion Turcot & associés inc.* aux membres du regroupement en assurance de la Montérégie-Estrie afin qu'une décision soit prise par chacune de ces organisations quant aux orientations à prendre face aux conditions de renouvellement proposées par les assureurs actuels ;

CONSIDÉRANT que, à la suite de cette étape et dans le cas où les membres du regroupement décideraient de refuser les conditions de renouvellement et de retourner en appel d'offres, la firme *Gestion Turcot & associés inc.* assumera, dans ce mandat, la préparation des documents nécessaires à l'exercice du nouvel appel d'offres et procédera à l'analyse des soumissions reçues afin de formuler ses recommandations aux membres du regroupement ;

IL EST PROPOSÉ par la commissaire Ronning, appuyée par la commissaire Capobianco-Skipworth

DE POURSUIVRE la participation de la Commission scolaire Riverside au regroupement d'achats d'assurances des commissions scolaires de la Montérégie et de l'Estrie ;

DE MANDATER M. Guy Turcot, associé de la société *Les Consultants d'assurance Adelson & associés*, afin qu'il débute les négociations avec notre assureur actuel, et ce en vertu de l'option de renouvellement prévue au contrat d'assurance pour l'année 2022-2023.

ADOPTÉE À L'UNANIMITÉ

CORRESPONDANCE

Il n'y a aucune correspondance.

QUESTIONS DU PUBLIC : 21 h 27

Aucune.

WHEREAS an analysis report and recommendations were presented by the firm *Gestion Turcot & Associés inc.* to the members of the "regroupement en assurance de la Montérégie-Estrie" so that a decision be made by each of the organizations as to the orientations to take in light of the renewal conditions proposed by the current insurers;

WHEREAS pursuant to that phase and in the event the members of the grouping were to decide to refuse the renewal conditions and go back to a call for tenders, the firm *Gestion Turcot & Associés inc.* will, as part of this mandate, prepare the required documents for this new call for tenders and will proceed to the analysis of the tenders received so as to be able to make recommendations to the members of the grouping;

IT IS MOVED by Commissioner Ronning, seconded by Commissioner Capobianco—Skipworth;

TO CONTINUE Riverside School Board's participation in the group insurance purchasing with the Montérégie and Estrie school boards;

TO MANDATE Mr. Guy Turcot, associate of the firm *Les Consultants d'assurance Adelson & Associés*, to begin negotiations with our current insurers as per the renewal option found in the insurance contract for the 2022–2023 school year.

UNANIMOUS

CORRESPONDENCE

There was no correspondence.

QUESTIONS FROM THE PUBLIC: 9:27 p.m.

None.

BRAVOS

Le commissaire Mazur remercie le personnel de Riverside et félicite les écoles pour leurs initiatives entourant la Saint-Valentin.

BRAVOS

Commissioner Mazur thanked Riverside staff. He also congratulated the schools for their initiatives on Valentine's Day.

VARIA

Aucun.

OTHER BUSINESS

None.

AJOURNEMENT DE LA SÉANCE

Il EST PROPOSÉ par le commissaire Craig, appuyé par la commissaire Gour, que la séance soit ajournée au 15 mars 2022.

ADJOURNMENT OF MEETING

IT IS MOVED by Commissioner Craig, seconded by Commissioner Gour, to adjourn the meeting to March 15, 2022.

FIN DE LA SÉANCE

La séance prend fin à 21 h 29.

CLOSING

The meeting closed at 9:29 p.m.



Dan Lamoureux, président / Chairman



John McLaren, secrétaire général / Secretary General

**Members are hereby convened to a regular meeting on
February 15, 2022 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
 - 4.1 Adoption of the Minutes of the regular meeting of December 21, 2021
 - 4.2 Business arising from the Minutes of the regular meeting of December 21, 2021
 - 4.3 Adoption of the Minutes of the special meeting of January 18, 2022
 - 4.4 Business arising from the Minutes of the special meeting of January 18, 2022
 - 4.5 Adoption of the Minutes of the special meeting of January 27, 2022
 - 4.6 Business arising from the Minutes of the special meeting of January 27, 2022
 - 4.7 Adoption of the Minutes of the special In Camera meeting of January 27, 2022 (**in camera**)
 - 4.8 Business arising from the Minutes of the special In Camera meeting of January 27, 2022 (**in camera**)
5. Questions from the Public – 30 minutes
6. Reporting on the Objectives of our Commitment-to-Success Plan
7. Chairman's Report
8. Director General's Report
9. Parent Committee Report
10. Special Needs Advisory Report
11. Committee Reports
 - 11.1 Executive
 - 11.2 Transportation
 - 11.3 Audit (Finance/Mat. Resources)
 - 11.4 Governance and Ethics
 - 11.5 Human Resources
 - 11.6 Communications
 - 11.7 Q.E.S.B.A.
12. Resolutions
 - 12.1 Deposit for Consultation of the Policy Concerning the Organization of Educational Services for Students with Learning, Physical, Social, or Emotional Difficulties (*Currently Named: Policy concerning the Organization of Educational Services for Students with Handicaps and Students with Social Maladjustments or Learning Disabilities*)
 - 12.2 Renewal of Lease for ACCESS Brossard for the Period Between September 1, 2022 to August 31, 2024
 - 12.3 Extension of the Banking Agreement for Services with the National Bank of Canada for an Additional Two (2) One (1) Year Period Each
 - 12.4 Adoption of the 2022-2023 School Calendar for the Youth Sector
 - 12.5 Adoption of the 2023-2024 Partial School Calendar for the Youth Sector
 - 12.6 Renewal of General Insurance for the 2022-2023 School Year to Mandate *Gestion Turcot & Associés inc.*
13. Correspondence
14. Questions from the Public – 20 minutes
15. Bravos (2 minutes per member)
16. Other Business
17. Close of Meeting
18. Date of Next Regular Meeting: **March 15, 2022 at 7:30 p.m.**

Given at Saint-Hubert, Québec on February 11, 2022



John McLaren, Secretary General

Convocation à une séance **ordinaire** du conseil qui aura lieu
Le 15 février 2022 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
 - 4.1 Approbation du procès-verbal de la séance ordinaire du 21 décembre 2021
 - 4.2 Suivi de la séance ordinaire du 21 décembre 2021
 - 4.3 Approbation du procès-verbal de la séance extraordinaire du 18 janvier 2022
 - 4.4 Suivi de la séance extraordinaire du 18 janvier 2022
 - 4.5 Approbation du procès-verbal de la séance extraordinaire du 27 janvier 2022
 - 4.6 Suivi de la séance extraordinaire du 27 janvier 2022
 - 4.7 Approbation du procès-verbal de la séance extraordinaire en huis clos du 27 janvier 2022 (*en huis clos*)
 - 4.8 Suivi de la séance extraordinaire en huis clos du 27 janvier 2022 (*en huis clos*)
5. Période de questions du public – 30 minutes
6. Rapport sur les objectives de notre Plan d'engagement vers la réussite
7. Rapport du président
8. Rapport du directeur général
9. Rapport du comité de parents
10. Rapport du comité EHDAA
11. Rapport des comités
 - 11.1 Exécutif
 - 11.2 Transport
 - 11.3 Vérification (Finances/Ressources mat)
 - 11.4 Gouvernance et éthique
 - 11.5 Ressources humaines
 - 11.6 Communications
 - 11.7 ACSAQ
12. Résolutions
 - 12.1 Dépôt pour fins de consultation de de la Politique sur l'organisation des services éducatifs pour les élèves ayant des difficultés d'apprentissage, physiques, sociales ou émotionnelles (*actuellement surnommée : Politique sur l'organisation des services éducatifs pour les élèves handicapés et les élèves en difficulté d'adaptation ou d'apprentissage*)
 - 12.2 Renouvellement de bail pour ACCESS Brossard pour la période allant du 1^{er} septembre 2022 au 31 août 2024
 - 12.3 Prolongement de l'entente pour les services bancaires avec la Banque Nationale du Canada pour deux (2) périodes additionnelles d'une (1) année chacune
 - 12.4 Adoption du calendrier scolaire 2022-2023 pour le secteur jeune
 - 12.5 Adoption du calendrier scolaire partiel 2023-2024 pour le secteur jeune
 - 12.6 Renouvellement des assurances générales pour l'année scolaire 2022-2023 pour mandater Gestion Turcot & associés inc.
13. Correspondance
14. Période de questions du public – 20 minutes
15. Bravos (2 minutes par membre)
16. Varia
17. Clôture
18. Date de la prochaine session ordinaire du Conseil : **Le 15 mars 2022 à 19 h 30.**

Donné à Saint-Hubert (Québec) 11 février 2022



John McLaren, Secretary General

Policy Concerning the Organization of Educational Services for Students with learning, physical, social, or emotional difficulties

Objective

The objective of the Policy is, among other things, to define the means of evaluation and identification of students with learning, physical, social, or emotional difficulties. To establish the conditions and procedures for integration into regular classes or groups, and if need be, the weighting procedure and the integration of support services. To establish the terms and conditions for specialized placement, and to provide for the preparation and evaluation of individualized education plans (IEP's).

Definitions

Student with an At-Risk Profile: Student presents with persistent difficulties and is at risk of failure and is having trouble to integrate their school environment resulting in regular intervention or support.

Student without an At-Risk Profile: Student presenting with temporary academic, social or emotional difficulties and resulting in temporary support services.

Principles

The school board is resolved to promote the child's academic and social development, in the least restrictive environment, within the school community. For this reason, the School board considers the non-specialized classroom in the community school to be the preferred service delivery model for students with special needs.

If full integration in a non-specialized class is not suitable for the specific needs of an at-risk student or imposes excessive constraints or significantly undermines the rights of other students, the school board provides partial integration or other types of services. Such as referral to specialized classes and programs, a specialized school and in some cases other alternative service offers within one of our school settings.

The school board shall work with the school community to determine early, when possible, whether a student's success appears to be at risk. Educational practices may be introduced to prevent or minimize learning, social or behavioral difficulties.

If a school is made aware of a student's diagnosis or potential difficulties, there shall be a screening process prior to the student entering the school. Alternative school placements may be recommended at this time. Parents and school personnel will work together on the implementation of required educational services provided to the student. Parents' participation in every step of the process is essential and will be strongly encouraged.

Procedures for Evaluation

To enable the school to evaluate the student's needs, and to identify and put in place the special services required, these procedures are to be followed:

- The school administration shall request of the parents' access to any prior evaluation/diagnosis to determine the best school environment and services required to support the student.
- For students registering in a cycle other than kindergarten in one of our schools for the first time, the administration of the receiving school shall request and receive the student's academic and confidential files, to determine whether appropriate services can be provided in the school. Parents will be required to provide consent to facilitate the transfer of information from the outgoing school to the receiving school.
- For students who have transferred from one of our schools to another, the administration of the receiving school shall request and receive the student's academic and confidential files. Parent consent is required to access a student's files. If required, a liaison meeting shall take place between the sending and receiving schools and relevant School board personnel, prior to a student beginning at the new school.

Referral and Identification

It is the classroom teacher's responsibility, in collaboration with the school team, to provide support and assistance to a student as the student appears to be experiencing difficulties in class. Such interventions can be preventative in nature or may be ongoing. Once measures have been put into place and the student does not appear to be progressing, the teacher reports concerns regarding the student to the school principal.

A meeting shall be convened by the principal in order to discuss the case and make appropriate recommendations, which may include referral to a specialist for evaluation or for other interventions. The parents must be invited to the meeting, but the meeting can be held without their presence. As a result of the meeting and recommendations made, the school principal makes the appropriate decisions concerning the identification of a student at-risk of academic, social, or emotional difficulties. Parents must sign the ad hoc or consent form to give permission for services or coding identification. Should the parent be unable to sign the document, an alternative form of written consent must be provided and attached to the Ad Hoc form.

Should parents or others involved with the student's school life identify areas of concern, they too should report them to the teacher or the school administration.

The child's progress must be reviewed on a regular basis, and adaptations to the program or special interventions are implemented or discontinued as needed. Every new identification, change or removal of identification must be recorded on an ad hoc form.

Evaluation of Students who are At-Risk

The evaluation of the needs of at-risk students must be carried out primarily to determine the preventive or corrective measures to be provided.

The decision to identify a student with persistent learning or social emotional difficulties must be based on the criteria for identification set by the Ministry of Education. Wherever possible, early intervention must be provided to students experiencing academic, emotional, or social difficulties.

The Referral Process to Resources and Agencies outside the School board

It is the parents' or guardian's responsibility to contact resources or agencies outside the School board. The school administrator and/or a professional from the Complementary Services team will facilitate contact with outside services if needed.

The school administration may recommend to the parents a referral to the local Centres Intégrés de santé et de services sociaux (CISSS) or any other outside resource (e.g. neurologist, pediatrician or psychiatrist) based on a recommendation of school personnel or RSB professionals. The school administration may call upon the professionals from the School board's Complementary Services to facilitate the process.

Procedures for Integrating Students in Non-Specialized Classes or Groups

Students at-risk of learning, physical, social, or emotional difficulties are integrated in their non-specialized classroom or groups when it has been established based on their evaluations that their integration would facilitate their learning and social development. Individual cases will be evaluated to ensure that the integrity and the rights of students identified at-risk and that of other students in the school are not compromised or significantly undermined.

When integration in a non-specialized class is not the most appropriate option, the school staff, in consultation with parents and other professionals, may recommend an alternative environment for the student which will maximize the student's potential for learning and social adaptation. If the appropriate services and support are not available within the community school, an alternate school or an alternative program will be sought within Riverside School boards territory. Off territory-student placements may be sought if all options within Riverside School board have been exhausted. Should a parent not accept the suggested RSB alternative recommendation, the school board will support an interschool board agreement, however, transportation will not be provided by the school board.

Conditions for Integrating Students in Non-Specialized Classes or Groups

Before proceeding with the integration of a student, the school principal, in collaboration with others involved with the student, shall ensure, in as much as possible, that:

- An IEP has been developed in accordance with the policies, procedures and regulations of the school board;
- All parties concerned (teachers, professionals, parents and student) have been invited to consult on the plan and are informed about their various roles and responsibilities;
- The group into which the student is to be included has been sensitized and prepared;
- Support services and other resources from the school board are available;
- Resources from the (CISSS) have been requested, as needed;
- Specialized equipment or materials necessary are available in the school;
- The number of students identified with an at-risk or ministry designation integrated into a particular class takes into account:
 - The severity of the student's diagnosis or difficulty;
 - The composition of the class;
 - The needs of the other students;
 - The support or special services available;
 - The provisions of the Teachers' Collective Agreement;
- In schools, a procedure shall be put into place to ensure that the terms and conditions of integration are coordinated within the school

Support Services for Students and Teachers

The definitions of the various Student profiles are those found in the relevant Appendix of the Teachers' Collective Agreement.

The support services which may be provided to a student or teacher are determined by the school principal, in accordance with the assessment of the student's needs, and in conformity with the collective agreement and basic school regulations in force.

The support services which may be provided to a student, or a teacher are allocated within the parameters of the financial resources available to the school board and in the best interests of the students and the teachers.

Assistance or support services can also be provided to students who have not been identified as at-risk; this can be for prevention purposes.

Weighting Provisions for Students

Weighting provisions will be applied in accordance with the Teachers' Collective Agreement.

Procedures for Grouping Students in Specialized, Classes or Schools

It is the responsibility of the principal, to request school board specialized services which cannot be provided within the school.

Before recommending that a Student be assigned to a special placement, the principal shall ensure:

- That all parties, including the staff, the parents and the student, unless unable to do so, are consulted;
- That the services currently offered no longer respond to the needs of the student;
- That the recommended environment is intended to respond to the student's needs;

Following analysis of need, the procedures for placement in a regional program or through an interschool board agreement are:

- Any student newly or presently enrolled in a school of the school board may be placed in a special group (depending on the availability of space) and will receive, to the extent possible, the services required based on the information contained in the student's files and as described in their IEP.

Types of groups:

Each year, the school board will determine, for the following year, its plan for the organization of special services. This will be done on the basis of the characteristics and needs of those students who require them, as well as on the distribution of services, as allocated by the school board.

The school board will make available to students with special needs:

- A range of placement options which may include a non-specialized class setting, regional programs, a specialized school or center within the school board.

Reintegration

A student's progress and achieved goals are reviewed on a regular basis. When the student, through the progress they are making, demonstrates an ability to be reintegrated at their non-specialized the school administrator in charge of the student's program begins a process of reintegration.

Procedures for Establishing and Evaluating Individualized Education Plans

The Individualized Education Plan (IEP) is the legal document which outlines the support measures included in a student's intervention plan. An IEP must be prepared for each student identified at-risk. An IEP may also be established for a student in a particularly vulnerable situation or likely to be identified as a student at-risk, even if the student has not yet been identified.

Following an evaluation of the needs and abilities of the student, the school principal, with the help of the staff, parents, and student, if they are able to do so, will establish a written IEP adapted to the needs and abilities of the student. Parents have a right and a responsibility to participate in the development of the IEP. Parents and/or students will be invited to participate in the development and revisions of the IEP, organized by the school or school board. They receive a copy of the IEP at least twice per year as part of the regular reporting procedure. The school principal may delegate the actual writing of the IEP to a staff member.

The IEP is evaluated and revised on a regular basis and remains in effect until the identified need(s) is met, or the student concerned is no longer under the jurisdiction of the school board.

The IEP will reflect the Ministry of Education's requirements.

Confidentiality

The school board and its employees shall respect the confidentiality and ethical considerations that are associated with access to student files. They must adhere to the requirements of the Commission d'accès à l'information du Québec. Staff members identified by the school board may have access to these student files. These include the student's Permanent Record Card (PRC) and the Special Assistance File (also known as the Confidential File).

Updating and Conservation of Files

The student files are updated according to the school board's policies. Students' information kept in the Special Assistance File should be updated at the end of each school year, i.e. evaluation of progress and IEP.

The files are conserved according to the school board's conservation calendar.



Policy Name:	
Policy Number:	
Date Submitted to Executive:	
Date Received at Council:	
Consultation Period:	
Date Approved by Council:	

Policy Concerning the Organization of Educational Services for Students with learning, physical, social or emotional difficulties with Handicaps and Students with Social Maladjustments or Learning Disabilities

Objective

The objective of the Policy is, among other things, to define the means of evaluation and identification of students with special needs a diagnosis or difficulty with learning, physical, social, or emotional difficulties. To establish the conditions and procedures for integration into non-specialized regular classes or groups, and if need be, the weighting procedure and the integration of support services, to establish the terms and conditions for specialized placement, and to provide for the preparation and evaluation of individualized education plans (IEP's).

Definitions

Student with an At-Risk Profile: Student presents with persistent difficulties and is at risk of failure. These difficulties may include learning disorders, social emotional troubles or physical impairments. Students with an at-risk profile may experience difficulty They may also experience difficulty to and is having trouble integrating their class or school environment. resulting in regular intervention or support. Should

Student without an At-Risk Profile: Student presenting with temporary academic, physical, social, or emotional difficulties.

~~This document, entitled "Policy Concerning the Organization of Educational Services for Students with Handicaps and Students with Social Maladjustments or Learning Disabilities", will hereafter be referred to as this Policy or the Special Education Policy.~~

~~**Student with special needs:** For purposes of this policy, the term "student with special needs" covers the term "student with handicaps, or social maladjustments, or learning disabilities". This definition encompasses students with a Ministry or internal at-risk designated code.~~

~~**Community school:** Is defined by the enrolment criteria of Riverside School Board's Three-Year Plan of Allocation and Destination.~~

The Board: Is defined as Riverside School Board and all of the schools within its jurisdiction.

Legal Framework

This Policy is adopted by Riverside School Board in accordance with article 235 of the Education Act:

Every school board shall adopt, after consultation with the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities, a policy concerning the organization of educational services for such students to ensure the harmonious integration of each such student into a regular class or group and into school activities if it has been established on the basis of the evaluation of the student's abilities and needs that such integration would facilitate the student's learning and social integration and would not impose an excessive constraint or significantly undermine the rights of the other students.

Specialized schools referred to in subparagraph 3 of the second paragraph are not schools established under section 240.

The legal framework encompasses, among others:

- The Canadian Charter of Rights and Freedoms
- The Quebec Charter of Human Rights and Freedoms, R.S.Q., c. C-12;
- The Education Act, R.S.Q., c.I-13.3;
- The Act Respecting Access to Documents Held by Public Bodies and the Protection of Personal Information, R.S.Q., c.A-2.1;
- The Basic School Regulations — pre school, elementary, and secondary education, 2000 G.O.II, 3429;
- The Youth Protection Act, R.S.Q., c. P-34.1.
- The Collective Agreements in force
- The Civil Code of Quebec
- "Adapting Our Schools to the Needs of All Students, Policy on Special Education, Ministère de l'éducation, 1999".
- Students with Handicaps, Social Maladjustments or Learning Difficulties : Définitions, Direction de l'adaptation scolaire et des services complémentaires, Ministère de l'Éducation 2000.
- Act to Secure the Handicapped in the Exercise of their Rights, R.S.Q., c. E-20.1.

Procedures for Developing, Adopting, Disseminating, Implementing and Revising the Policy

Development

This Policy has been developed by members of the management of Riverside School Board and the Special Education Advisory Committee (SEAC ACSSSN) set up pursuant to clause 8.9.03 of the Teachers' Collective Agreement.

Consultation

The Management Advisory Committee, The Advisory Committee on Services for Students with Special Needs (E.A. section 187) and the Advisory Committee (8.9.03) of the Teachers' Collective Agreement along with the Educational Policies Committee have been consulted on its content, and recommendations for its implementation.

It has been distributed widely to all schools, governing boards and the central parents committee to allow for board consultation within the Riverside community.

Adoption

Following the consultation process, it is adopted by resolution by the Council of Commissioners.

Dissemination and Implementation

The Policy, once adopted, is disseminated to all schools and centers, and the board office of the Board.

It is important to note that all partners are responsible for ensuring the educational success of students. The Board and its schools understand that success can mean different things for different students.

Evaluation of the Results

- The school board is responsible for evaluating the results achieved in its education of students with special needs at all levels within its organization.
- The school board is responsible for providing the resources required to plan and organize evaluations, in order to obtain all information needed to gain an overall view of the situation.

Revision

The policy is reviewed periodically by the school board, following the same procedure as when the policy is adopted (participation, consultation).

Student with special needs

This definition encompasses students with a Ministry or internal at risk designated code. Herein the term *Student(s)* will be used in this policy to refer to students presenting with a diagnosis or persistent difficulty. A student with a diagnosis or persistent difficulty may include students with a learning, social, emotional difficulty, or a physical impairment.

Principles

~~The fundamental right of the child to a quality education is one which promotes the full development of the child's intellectual, social and emotional potential. Riverside School Board is committed to providing appropriate educational services to all of its students residing within its boundaries and to the greatest extent possible, in the community school.~~

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The **school board Board** is resolved to promote the child's educational and social development, in the least restrictive environment, within the school community. For this reason, the **school board Board** considers the **non-specialized** classroom in the community school to be the preferred model of service delivery for students with special needs.

If full integration in a **non-specialized regular** class is not suitable for the specific needs of an at-risk student or imposes excessive constraints or significantly undermines the rights of other students, the **school board** provides partial integration or other types of services. Such as referral to specialized classes and programs, a specialized school and in some cases other alternative service offers within one of our school settings.

~~Should integration in a regular class not be the most appropriate placement option, the school staff, in consultation with parents and other professionals, may recommend an alternative placement for the student which will maximize the student's potential for learning and social adaptation. If the appropriate services and support are not available within the community school, an alternate school or an alternative program will be sought within Riverside School Boards territory. Off territory student placements may be sought if all options within Riverside School Board have been exhausted. Should a parent not accept the suggested RSB alternative placement, the school board will support an interboard agreement without transportation.~~

The **school board Board** shall work with the school community to determine early, **when possible, in their students' s education**, whether ~~or not the a~~ **students' s** success appears to be at risk. ~~so that~~ **Educational practices may be introduced in order to prevent or minimize learning, social or behavioural difficulties,** ~~or social behaviours which may have occurred otherwise.~~

~~To this end,~~ **if a school is made aware of a student's diagnosis or potential difficulties,** there shall be a screening process prior to ~~a~~ the student entering ~~a~~ the school. **Alternative school placements may be recommended at this time.** Parents and school personnel will work together on the implementation of required educational services provided to the student. ~~The emphasis will be placed on early intervention.~~ Parents' participation in every step of the process is essential and will be strongly encouraged.

Procedures for Evaluation

To enable the school to evaluate the student's needs, and to identify and put in place the special services required, these procedures are to be followed:

- The school administration shall request of the parents access to any prior ~~an~~ evaluation/diagnosis in order to determine the best school environment and services required to support the student. ~~prior to a student with identified special needs starting school.~~
- ~~• For kindergarten registrations, some screening procedures will be followed, e.g. speech and language checklist as well as an observation period in the classroom, prior to starting school.~~
- ~~• For kindergarten students, parents will be encouraged to attend a Kindergarten orientation whereby the school team will initiate the student to the classroom and potentially a few activities prior to the first day of school.~~
- For students registering in a cycle other than kindergarten in one of our schools for the first time, the administration of the receiving school shall request and receive the student's academic and confidential files, to determine whether appropriate services can be provided in the school. Parents will be required to provide consent to facilitate the transfer of information from the outgoing school to the receiving school.
- For students who have transferred from one of our schools to another, the administration of the receiving school shall request and receive the student's academic and confidential files. Parent consent is required to access a student's files. If required, a liaison meeting shall take place between the sending and receiving schools and relevant school board ~~Board~~ personnel, prior to a student beginning at the new school.

Referral and Identification

It is the classroom teacher's responsibility, ~~along with the assistance~~ in collaboration with ~~of~~ the school team, to provide support and assistance to a student ~~as soon~~ as the student appears to be experiencing difficulties in class. Such interventions can be preventative in nature or may be ongoing. Once measures have been put into place and the student does not appear to be progressing, the teacher reports concerns regarding the student to the school principal.

~~Once measures have been put into place and the student does not appear to be progressing, the teacher reports concerns regarding the student to the school principal. Should parents or others involved with others or the student's school life identify areas of concern they too should report them to the teacher or the school administration.~~

~~An ad hoc committee~~ meeting shall be convened by the principal in order to discuss the case and make appropriate recommendations, which may include referral to a specialist for evaluation or for other interventions. ~~The work of the Ad Hoc committee is coordinated by the school team.~~ The parents must be invited to the ~~Ad Hoc~~ meeting, but the meeting can be held without their presence. As a result of the ~~Ad Hoc~~ meeting and recommendations made, the school principal makes the appropriate decisions concerning the identification of a student ~~with special needs~~ at-risk of academic, social, or emotional difficulties. Parents must sign the ad hoc or consent form to give permission for services or coding identification. Should the parent be unable to sign the document, an alternative form of written consent must be provided and attached to the Ad Hoc form.

Should parents or others involved with the student's school life identify areas of concern, they too should report them to the teacher or the school administration.

The child's progress must be reviewed on a regular basis, and adaptations to the program or special interventions are implemented or discontinued as needed. ~~Students with special needs remain identified until the Ad Hoc committee has reviewed each case.~~ Every new identification change or removal of identification must be recorded on an ad hoc form. ~~first be submitted to the Ad Hoc committee.~~

Evaluation of Students who are At-Risk

The evaluation of the needs of at-risk students must be carried out primarily to determine the preventive or corrective measures to be provided.

~~When a student is experiencing difficulties that could place him or her in a particularly vulnerable situation unless there is immediate intervention, or, when there is a student likely to be identified as being at risk.~~ The decision to identify a student with ~~special needs~~ **persistent learning or social emotional difficulties** must be based on the criteria for identification set by the Ministry of Education. Wherever possible, early intervention must be provided to students experiencing academic, emotional, or social difficulties.

The Referral Process to Resources and Agencies outside the Board

It is the parents' or guardian's responsibility to make contact with resources or agencies outside the Board. The school administrator and/or professional from the Complementary Services team will facilitate contact with outside services if needed.

The school administration may recommend to the parents a referral to the local **Centres Intégrés de santé et de services sociaux (CISSS)** ~~CLSC~~ or **any** other outside resource (e.g. neurologist, pediatrician ~~and~~ **or** psychiatrist) based on a recommendation of school personnel or ~~professionals in Complementary Services~~ **RSB** professionals. The school administration may call upon the professionals from the **school board's** ~~Board's Educational~~ **Complementary Services** to facilitate the process.

Procedures for Integrating Students ~~with Special Needs~~ in ~~Regular~~ **Non-Specialized** Classes or Groups

Students ~~with special needs~~ at-risk of learning, physical, social, or emotional difficulties are integrated in ~~regular classes~~ their non-specialized classroom or groups when it has been established on the basis of their evaluations that their integration would facilitate their learning and social development ~~and would not impose excessive constraints or significantly undermine the rights of other students.~~ Individual cases will be evaluated to ensure that the integrity and the rights of students identified at-risk and that of other students in the school are not compromised or significantly undermined.

~~In the event that full integration in a regular class is not suitable for the specific needs of a student with special needs or imposes excessive constraints or significantly undermines the rights of other students, the Board provides partial integration or other types of services, such as referral to special classes in a regular school, special programs, or specialized school.~~

When integration in a **non-specialized** ~~regular~~ class is not ~~be~~ the most appropriate ~~placement~~ option, the school staff, in consultation with parents and other professionals, may recommend an alternative ~~placement~~ environment for the student which will maximize the student's potential for learning and social adaptation. If the appropriate services and support are not available within the community school, an alternate school or an alternative program will be sought within Riverside School Boards territory. Off territory, student placements may be sought if all options within Riverside School Board have been exhausted. Should a parent not accept the suggested RSB alternative recommendation ~~placement~~, the school board will support an interboard agreement, however, transportation will not be provided by the school board.

Conditions for Integrating Students in **Non-Specialized Regular** Classes or Groups

Before proceeding with **the** integration of a student ~~with special needs~~, the school principal, in collaboration with others involved with the student, shall ensure, in as much as possible, that:

- An IEP has been developed in accordance with the policies, procedures and regulations of the **school board Board**;
- All parties concerned (teachers, professionals, parents and student) have been invited to consult on the plan and are informed about their various roles and responsibilities;
- ~~An in-service plan has been developed for the staff concerned and appropriate training has begun and is in progress.~~
- The group into which the student is to be included has been sensitized and prepared;
- Support services and other resources from the **school board Board** are available.;
- Resources from the **(CISSS) Ministère de la santé et des services sociaux** have been requested, as needed.;
- Physical adaptations, or any other modifications, are effected in order to make the school accessible to the student with handicaps and permit him/her to participate in a full range of regular school activities;
- Specialized equipment or materials necessary are available in the school;
- The number of students ~~with special needs~~ **identified with an at-risk or ministry designation** integrated into a particular class takes into account:
 - The severity of the student's ~~handicap~~ **diagnosis** or difficulty;
 - The composition of the class;
 - The needs of the other students;
 - The support or special services available;
 - The provisions of the Teachers' Collective Agreement.;
- In schools, a procedure shall be put into place to ensure that the terms and conditions of integration are coordinated within the school

Support Services for Students and Teachers

The definitions of the various ~~disabilities, handicaps and social and emotional maladjustments~~ **Student profiles** are those found in the relevant Appendix of the Teachers' Collective Agreement.

~~Support services for students and support services for teachers are interrelated. Those services are not mutually exclusive and certain student support services also constitute teacher support services, and vice versa.~~

The support services which may be provided to a student or teacher are determined by the school principal, in accordance with the assessment of the student's needs, and in conformity with the collective agreement and basic school regulations in force.

The support services which may be provided to a student or a teacher are allocated within the parameters of the financial resources available to the school board and in the best interests of the students and the teachers.

Assistance or support services can also be provided to students who have not been identified ~~as students with special needs, whether or not under an individualized education plan~~ **at-risk**; This can be for prevention purposes, ~~where the students are experiencing difficulties that would make them vulnerable without early intervention.~~

~~The following are examples of supports available to students and teachers. While not an exhaustive list, these include:~~

<u>Support Services to Students with Learning Disabilities</u>	<u>Support Services to Teachers of students with Learning Disabilities</u>
Student <ul style="list-style-type: none"> • Resource Teacher • IEP • Technician and/or Attendant for Students with Handicaps • Small group instruction • Adaptation of goals, strategies and programs • Adaptation of evaluation (including examinations) • Special class placement 	Teacher <ul style="list-style-type: none"> • Resource Teacher • IEP • Curriculum and Complementary Services Professionals, e.g. classroom visits • Adapted materials including software • Team teaching • Technician and/or Attendant for Students with Handicaps • Professional development

Support Services to Students with Social Maladjustments

Support Services to Teachers of Students with Social Maladjustments

Student	Teacher
<ul style="list-style-type: none"> • Behaviour Technician • IEP • Social Work intervention • Special class or program • Offsite tutoring • Guidance Counselor • Itinerant Counselors 	<ul style="list-style-type: none"> • Behaviour Technician • IEP • Resource Teacher • Complementary Services Professional • Crisis intervention plan • Release time for psychiatric consultati for students • Resources from the Center of Excellen for Behaviour Management • Professional development

Support Services to Students with Handicaps

Support Services to Teachers with Handicaps

Student	Teacher
<ul style="list-style-type: none"> • Resource Teacher • IEP • Adapted equipment • Technician and/or Attendant for Students with Handicaps • Small group instruction • Adaptation of goals, strategies and programs • Adaptation of evaluation (including examinations) • Special class or program • Special school offsite tutoring • Adaptations to physical plant 	<ul style="list-style-type: none"> • Resource Teacher • IEP • Adapted equipment • Technician and/or Attendant for Students with Handicaps • Team teacher • Complementary Services Professional • Adapted materials including software • Oral interpreter • Itinerant Teacher • Crisis intervention plan • Professional development

Weighting Provisions for Students

Weighting provisions will be applied in accordance with the Teachers' Collective Agreement.

Procedures for Grouping Students ~~with Special Needs~~ in Specialized Groups, Classes or Schools

It is the responsibility of the principal, ~~following the recommendation of the Ad Hoc Committee,~~ to request school board specialized services which cannot be provided within the school.

Before recommending that a ~~s~~Student ~~with special needs~~ be assigned to a special placement, the principal shall ensure:

- That all parties, including the staff, the parents and the student, unless unable to do so, are consulted;
- That the services currently offered ~~do not or~~ no longer respond to the needs of the student;
- That ~~the recommended environment~~ placement in a special class is intended to respond to the student's needs.;

Following analysis of need, the procedures for placement in a regional program or through an interboard agreement are:

- Any student newly or presently enrolled in a school of the Board may be placed in a special group (depending on the availability of space) and will receive, to the extent possible, the services required based on the information contained in the student's files and as described in ~~the~~ their IEP.

Types of groups:

Each year, the ~~school board~~ Board will determine, for the following year, its plan for the organization of special services. This will be done on the basis of the characteristics and ~~special~~ needs of those students who require them, as well as on the distribution of services, as allocated by the ~~school board~~ Board.

The Board will make available to students with special needs:

- A range of placement options which may include a ~~regular~~ non-specialized class setting, ~~special~~ regional programs, a specialized school or center ~~either~~ within the ~~school board~~ Board, ~~or endeavor to do so outside its territory.~~

Reintegration

A student's progress and achieved goals are reviewed on a regular basis. When the student, through the progress ~~he/she is~~ they are making, demonstrates an ability to be reintegrated ~~into a regular classroom program, with or without adaptations to the program,~~ at their non-specialized school the school administrator in charge of the student's program begins a process of reintegration. ~~The steps in Article 4.1 of this Policy are put into effect in order to support transition into the new placement.~~

Procedures for Establishing and Evaluating Individualized Education Plans ~~for At-Risk Handicapped Students and Students with Social maladjustments and/or Students with Learning Disabilities Difficulties~~

The Individualized Education Plan (IEP) is the legal document which ~~permits the~~ **outlines the** **support measures included in a student's intervention plan.** ~~modification of a student's program from the regular course of study. It is a tool for the planning and co-ordination of the process intended to respond to the particular adaptations a student with special needs requires.~~ An IEP must be prepared for each student identified **with at-risk.** ~~special needs whose requirements cannot be met through the regular school program.~~ An IEP may also be established for a student in a particularly vulnerable situation or likely to be identified as a student at-risk, even if the student has not yet been identified.

~~An IEP may also be established for a student for a particularly vulnerable situation or likely to be identified as a student at risk, even if the student has not yet been identified.~~

Following an evaluation of the needs and abilities of the student, the school principal, with the help of ~~the ad hoc committee~~ the staff, parents and student, if ~~he is~~ **they are** able to do so, will establish a written IEP adapted to the needs and abilities of the student. Parents have a right and a responsibility to participate in the development of the IEP. ~~They may~~ **Parents and/or students will be invited to** ~~attend IEP meetings organized to participate in the development and revision of the IEP, organized by the school or school board.~~ **to discuss the development and revisions to the IEP.**

They receive a copy of the IEP at least **twice** ~~once~~ per year as part of the regular reporting procedure. ~~Following the discussion of the plan for the student,~~ **The** school principal may delegate the actual writing of the IEP to a staff member.

~~This~~ **IEP** is evaluated and revised on a regular basis and remains in effect until the identified need(s) is **met satisfied**, or the student concerned is no longer under the jurisdiction of the school board.

The IEP **will reflect the Ministry of Education's requirements.** ~~may contain documentation or information regarding the following items:~~

- ~~• The student's abilities;~~
- ~~• The strengths and the difficulties or limitations of the student;~~
- ~~• The student's needs;~~
- ~~• The objectives to pursue and the results to attain;~~
- ~~• The means to be implemented;~~
- ~~• The responsibilities of the different parties;~~
- ~~• The timelines for success and review;~~
- ~~• The procedures for communicating with the parents.~~

~~The evaluation of the IEP shall include:~~

- ~~• Identification of the student's progress in terms of the objectives chosen;~~
- ~~• Re-evaluation of the needs, and adjustment of the means and objectives where necessary;~~
- ~~• The maintenance or the modification of the resources identified in the IEP;~~
- ~~• The new timeline.~~

~~The objectives and strategies set in the IEP should be specific, limited and measurable, and must be reviewed frequently.~~

~~Miscellaneous~~

Confidentiality

The Board and its employees shall respect the confidentiality and ethical considerations that are ~~concomitant~~ associated with access to student files. They must adhere to the requirements of the Commission d'accès à l'information du Québec. ~~Those s~~Staff members identified by the Board ~~to the Commission d'accès à l'information du Québec~~ may have access to these student files.

~~Within the school, they include administrators, teachers, technicians, and guidance counselors, other professionals and secretaries who work directly with the student.~~

These include the student's Permanent Record Card (PRC) and the Special Assistance File (also known as the Confidential File).

Updating and Conservation of Files

The student files are updated according to the Board's policies. ~~For S~~students' with special needs, information kept in the Special Assistance File should be updated at the end of each school year,

i.e. evaluation of progress and IEP.

The files are conserved according to the ~~school board~~ Board's retention schedule ~~conservation calendar~~, as established in the Archives Act. ~~The Special Assistance File for a student is destroyed once it has been inactive for five years.~~

Interboard Agreements

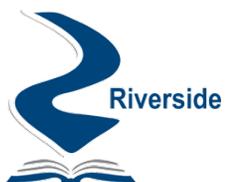
~~For students requiring specialized services, which the Board deems that it cannot provide, the designated person from the Board's Complementary Services Department shall attempt to make the appropriate arrangements for the student to attend a program outside the Board. (Article 213 of the Education Act).~~

~~**Mechanism for the Appeal of Decisions Reached in the Application of the Policy**~~

~~A student or the parents of a student affected by a decision of the Council of Commissioners, the Executive Committee, and the Governing Board or of an officer or employee under the authority of the School Board may ask the Council of Commissioners to reconsider the decision, in accordance with Articles 9-12 of the Education Act.~~

Final Provision

~~The present Policy shall come into force on the date of its adoption by the Council of Commissioners of Riverside School Board.~~



COMMISSION SCOLAIRE RIVERSIDE / RIVERSIDE SCHOOL BOARD

Calendrier scolaire 2022-2023 / School Calendar 2022-2023

July 2022

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- 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. jours/days

1. 4 nov./Nov. 4 - 43
2. 3 fév./Feb. 3 (Sec) - 52
17 fév./Feb.17 (Elem) - 61
3. 22 juin/June 22 (Sec) - 86
22 juin/June 22 (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.



COMMISSION SCOLAIRE RIVERSIDE / RIVERSIDE SCHOOL BOARD
Calendrier scolaire 2023-2024 / School Calendar 2023-2024

July 2023

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January 2024

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February 2024

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18	19	20	21	22	23	24
25	26	27	28	29		

March 2024

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 2024

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 2024

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 2024

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
NB 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

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-
-

Journées pédagogiques / Pedagogical days

17 fixes pour toutes les écoles / Board-wide (fixed)

- au niveau de l'école – à déterminer / School-level – T.B.D.
- conditionnelles / conditional