

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

Procès-verbal d'une séance **ordinaire** du conseil des commissaires de la Commission scolaire Riverside tenue au centre administratif situé au 7525 chemin de Chambly, Saint-Hubert (Québec), le 18 février 2020.

Minutes of the proceedings of a **regular** meeting 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 18, 2020.

Le secrétaire général a confirmé qu'il y avait quorum et le président a déclaré la séance ouverte à 19 h 34.

The Secretary General established that quorum was met and the **Chair** called the meeting to order at 7:34 p.m.

COMMISSAIRES PRÉSENTS :/COMMISSIONERS PRESENT:

D. Lamoureux	C. Craig
L. Llewelyn-Cuffling	G. Giummarra
C. Horrell	H. Dumont
P. Booth-Morrison	A. Mazur
D. Smith	
A. Capobianco-Skipworth	

Commissaires parents :/Parent commissioners:
C. Courtney
P. Dionne

Par téléconférence :/By teleconference:

Ayant prévu leur absence :/Regrets:

T. Aguiar (commissaire parent/Parent commissioner)
P. Michaud (commissaire parent/Parent Commissioner)
M. Gour
D. Butler

Absences :/Absences:

Aucune/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
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
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

Ayant prévu leur absence :

Michel Bergeron, directeur des ressources financières

Regrets:

Michel Bergeron, Director of Financial Resources

Présence notée :

Membres du public présents.

Presence noted:

Members of the public were present.

DÉCLARATION DU CONSEIL DES COMMISSAIRES

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

STATEMENT OF THE COUNCIL OF COMMISSIONERS

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

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ADOPTION DE L'ORDRE DU JOUR

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

ADOPTÉ À L'UNANIMITÉ

ADOPTION OF THE AGENDA

IT IS MOVED by Commissioner Llewelyn-Cuffling, seconded by Commissioner Mazur, that the agenda be adopted and that a copy be appended to the Minutes of this meeting.

UNANIMOUS

APPROBATION DU PROCÈS-VERBAL DE LA SÉANCE ORDINAIRE DU 17 DÉCEMBRE 2019

IL EST PROPOSÉ par la commissaire Llewelyn-Cuffling, appuyée par le commissaire Horrell, que le procès-verbal de la séance ordinaire du 17 décembre 2019 soit adopté.

ADOPTÉ À L'UNANIMITÉ

ADOPTION OF THE MINUTES OF THE REGULAR MEETING HELD ON DECEMBER 17, 2019

IT IS MOVED by Commissioner Llewelyn-Cuffling, seconded by Commissioner Horrell, that the Minutes of the regular meeting held on December 17, 2019 be adopted.

UNANIMOUS

SUIVI DU PROCÈS-VERBAL DE LA SÉANCE ORDINAIRE DU 17 DÉCEMBRE 2019

Le directeur général, Sylvain Racette, mentionne qu'un certain nombre de politiques sont en cours de révision. De plus, il mentionne que la version française du rapport annuel 2018-2019 a été reçue.

BUSINESS ARISING FROM THE REGULAR DECEMBER 17, 2019 MINUTES

Sylvain Racette, Director General, mentioned that a number of policies were being revised. He also mentioned that the French version of the 2018–2019 Annual Report has been received.

APPROBATION DU PROCÈS-VERBAL DE LA SÉANCE EXTRAORDINAIRE DU 4 FÉVRIER 2020

IL EST PROPOSÉ par la commissaire Llewelyn-Cuffling, appuyée par la commissaire Dumont, que le procès-verbal de la séance extraordinaire du 4 février 2020 soit adopté.

ADOPTÉ À L'UNANIMITÉ

ADOPTION OF THE MINUTES OF THE SPECIAL MEETING HELD ON FEBRUARY 4, 2020

IT IS MOVED by Commissioner Llewelyn-Cuffling, seconded by Commissioner Dumont, that the Minutes of the special meeting held on February 4, 2020 be adopted.

UNANIMOUS

SUIVI DU PROCÈS-VERBAL DE LA SÉANCE EXTRAORDINAIRE DU 4 FÉVRIER 2020

Aucun.

BUSINESS ARISING FROM THE SPECIAL FEBRUARY 4, 2020 MINUTES

None.

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DÉBUT DU HUIS-CLOS :

IL EST PROPOSÉ par la commissaire Llewelyn-Cuffling, appuyée par la commissaire Dumont, que le conseil des commissaires entre en huis-clos à 19 h 38.

ADOPTÉ À L'UNANIMITÉ

FIN DU HUIS-CLOS :

IL EST PROPOSÉ par la commissaire Llewelyn-Cuffling, appuyée par la commissaire Dumont, que le conseil des commissaires sorte du huis-clos à 19 h 39.

ADOPTÉ À L'UNANIMITÉ

QUESTIONS DU PUBLIC : 19 h 39

Aucune.

PRÉSIDENT ET DIRECTEUR GÉNÉRAL

Rapport du président – D. Lamoureux

- 31 janvier – Réunion du conseil d'administration de l'Association des commissions scolaires anglophones du Québec (ACSAQ) ;
- 3 février – Conférence de presse de l'ACSAQ ;
- 4 février – Réunion du comité exécutif ;
- 8-10 février – Réunion de l'Association canadienne des commissions/conseils scolaires ;
- 11 février – Comité d'audit – réf. : plan de redressement et séance de travail du conseil des commissaires.

Rapport du directeur général – S. Racette

SUIVI

Réunion du 17 décembre 2019 :

- Les politiques devant faire l'objet d'une consultation ont été publiées et acheminées aux conseils d'établissement ainsi qu'au

GOING INTO COMMITTEE:

IT IS MOVED by Commissioner Llewelyn-Cuffling, seconded by Commissioner Dumont, that the Council of Commissioners enter into committee at 7:38 p.m.

UNANIMOUS

ARISING FROM COMMITTEE

IT IS MOVED by Commissioner Llewelyn-Cuffling, seconded by Commissioner Dumont, that the Council of Commissioners arise from committee at 7:39 p.m.

UNANIMOUS

QUESTIONS FROM THE PUBLIC: 7:39 p.m.

None.

CHAIRMAN AND DIRECTOR GENERAL

Chair's report – D. Lamoureux

- January 31 – Québec English School Boards Association (QESBA) Board of Directors meeting;
- February 3 – QESBA Press Conference;
- February 4 – Executive Committee Meeting;
- February 8 – 10 – Canadian School Boards Association meeting;
- February 11 – Audit Committee re: Recovery Plan and Council of Commissioners' Work Session.

Director General's report – S. Racette

BUSINESS ARISING

December 17, 2019 Meeting:

- The policies to be sent for consultation were posted and sent to Governing Boards and to the Parents' Committee. Following the

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comité de parents. À la suite de la consultation, des recommandations ont été formulées et certaines modifications seront adoptées ce soir.

- Le rapport annuel a été publié sur notre nouveau site Web.

Réunion du 2 février :

Rien à rapporter.

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 novembre, il y a eu :

- une audience disciplinaire dans un dossier de possession d'arme. L'élève a été transféré à une autre école ;
- une audience disciplinaire dans un dossier de possession de drogues et d'accessoires facilitant la consommation de drogues. L'élève a été transféré à une autre école ;
- une audience disciplinaire dans un dossier de possession de drogues. L'élève a été affecté à l'enseignement à domicile pour le reste de l'année scolaire 2019-2020 et il doit se conformer à des règles strictes. Il pourra faire une demande de réintégration au centre ACCESS seulement, qui ne sera autorisée qu'à compter de l'année scolaire 2020-2021.

Les élèves transférés se sont vu offrir des services pour les aider à gérer les événements ayant mené à leur transfert obligatoire.

RÉUNIONS

Janvier :

- 10 janvier – Réunion de la Table du réseau éducatif anglophone (RÉA) – Sujets d'intérêt : Mandat de la Table et financement de l'Entente Canada-Québec (ECQ) ;

consultation, recommendations have been made and some amendments will be adopted tonight.

- The Annual report was posted on our new website.

February 2nd meeting:

Nothing to report.

TOPICS THAT REQUIRED SPECIAL ATTENTION

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

Since the November Council of Commissioners' meeting, there has been:

- one disciplinary hearing for possession of a weapon. The student was transferred to another school;
- one disciplinary hearing for possession of drugs and drug paraphernalia. The student was transferred to another school;
- one disciplinary hearing for possession of drugs. The student has been placed on homebound tutoring for the remainder of the 2019–2020 school year with strict rules imposed on him. He will be granted permission to be reinstated at ACCESS only as of the 2020–2021 school year.

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

MEETINGS

January:

- January 10 – *Table du réseau éducatif Anglophone* (RÉA) meeting: Hot topics: Mandate of the Table and the *Entente Canada-Québec* (ECQ) funding;

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- 16 janvier – Réunion du comité de la réussite scolaire : Visiteur du Ministère de l'Éducation et de l'Enseignement supérieur (MEES), nouveau plan stratégique du MEES, réunion des directeurs d'école et de centre, projets éducatifs et examen de données ;
- 17 janvier – Réunion du comité consultatif des élèves : cours éthique et culture religieuse (ECR) et l'insertion du personnel enseignant, Plan d'engagement vers la réussite et projets éducatifs et « apporte ton propre appareil » ;
- 22 janvier – Réunions des directeurs d'école et de centre et du comité consultatif de gestion (CCG) : budget de la Commission scolaire Riverside (CSR), nouvelle image de marque de la CSR, Politique de répartition des ressources, nouveau plan stratégique du MEES et remplacements d'urgence ;
- 23 et 24 janvier – Réunion du conseil d'administration de l'Association des directions générales des commissions scolaires du Québec (ADIGECS) : loi 40 et relations avec les partenaires provinciaux ;
- 31 janvier – Conférence téléphonique entre l'ADIGECS et la Direction générale des relations du travail (DGRT) : négociations avec le gouvernement provincial ;
- 31 janvier – Réunion du conseil d'administration de l'Association des commissions scolaires anglophones du Québec (ACSAQ).
- January 16 – School Success Committee meeting: Visitor from the *Ministère de l'Éducation et de l'Enseignement supérieur* (MEES), new MEES Strategic Plan, Principals' and Centre Directors' meeting, educational projects and looking at data;
- January 17 – Student Advisory Committee meeting: MEES consultation on Ethics and Religious Culture (ERC) and teachers induction, Commitment-to-Success Plan and educational projects, and "bring your own device";
- January 22 – Principals' and Centre Directors' and Management Advisory Committee (MAC) meetings: Riverside School Board (RSB) budget, RSB new branding, Policy on Allocation of Resources, new MEES Strategic Plan, and emergency subbing;
- January 23 and 24 – *Association des directions générales des commissions scolaires du Québec* (ADIGECS) Board of Directors' meeting: Bill 40 and relations with provincial partners;
- January 31 – ADIGECS and *Direction générale des relations du travail* (DGRT) conference call: Provincial negotiations ;
- January 31 – Québec English School Boards Association (QESBA) Board of Directors meeting.

Février :

- 5 février – Réunion du conseil d'administration des Comités patronaux de négociation des secteurs de l'éducation et de l'enseignement supérieur (CPNCA) : négociations avec le gouvernement provincial ;
- 6 février – Séance de certification sur la résolution de conflits ;
- 7 février – Réunion extraordinaire de l'Association des directeurs généraux des commissions scolaires anglophones du Québec (ADGCSAQ) : loi 40 ;
- 11 février – Réunion du comité d'audit et des ressources matérielles : budget de la

February:

- February 5 – *Comités patronaux de négociation des secteurs de l'éducation et de l'enseignement supérieur* (CPNCA) Board of Directors meeting: Provincial negotiations ;
- February 6 – Conflict Resolution Certification Session;
- February 7 – Special Association of Directors General of English School Boards of Québec (ADGESBQ) meeting: Law 40;
- February 11 – Audit and Material Resources Committee meeting: Riverside School Board budget;
- February 12 – REACH Together Committee

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Commission scolaire Riverside ;

- 12 février – Réunion du comité *REACH Together* ;
- 13 février – Réunion sur le mentorat et l'encadrement ;
- 13 février – Réunion de l'*English Language Vocational Education Council* (ELVEC) : demandes d'autorisation, plan stratégique, directeur des Services aux entreprises (SAE), sondage auprès des enseignants sur la traduction de matériel, baccalauréat en enseignement à l'Université de Sherbrooke, etc. ;
- 13 et 14 février – Réunion de l'ADGCSAQ : loi 40, présentation de la Commission de l'éducation en langue anglaise (CELA), présentation de la Gestion du réseau informatique des commissions scolaires (GRICS), conférence du printemps, projet *Using Artifacts to Maximize Improvement* (AMI), élections scolaires, nouveau plan stratégique du MEES, maternelle 4 ans et rapports de plusieurs partenaires et sous-comités ;
- 17 février – Réunion d'examen de la grille de supervision des directeurs adjoints ;
- 18 février – Réunion de réseautage des directeurs adjoints.

ÉVÉNEMENTS

Décembre :

- 20 décembre – Concert de Noël de l'école Royal Charles.

Janvier :

- 30 janvier – Visites de supervision : école Cedar Street, école Mountainview, école John-Adam et école Saint-Lawrence ;
- 31 janvier – Visite de supervision : école internationale Courtland Park.

Février :

- 4 février – Visites de l'école secondaire régionale Centennial (ESRC) et de l'école Saint-Jude dans le cadre de la Semaine d'appréciation du personnel et de l'Expo-sciences à l'ESRC ;

meeting;

- February 13 – Mentoring and Coaching meeting;
- February 13 – English Language Vocational Education Council (ELVEC) meeting: Authorization requests, Strategic Plan, Director of *Services aux entreprises* (SAE), survey for teachers on material to be translated, Teaching Bachelor Degree at Sherbrooke University, etc.;
- February 13 and 14 – ADGESBQ meeting: Law 40, Advisory Board on English Education (ABEE) presentation, *Gestion du réseau informatique des commissions scolaires* (GRICS) presentation, Spring Conference, the Using Artifacts to Maximize Improvement Project (AMI), school elections, new MEES Strategic Plan, 4-Year-Old Kindergarten, and reports from multiple partners and subcommittees;
- February 17 – Vice Principal Supervision Grid Review meeting;
- February 18 – Vice Principal Networking meeting.

EVENTS

December:

- December 20 – Royal Charles Christmas Concert

January:

- January 30 – Supervision visits: Cedar Street School, Mountainview School, John Adam School and St. Lawrence School;
- January 31 – Supervision visit: Courtland Park International School.

February:

- February 4 – Centennial Regional High School (CRHS) and St. Jude School visits for Staff Appreciation Week and CRHS Science Fair;
- February 5 – Saint-Lambert Elementary

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- 5 février – Visite de l'école St. Lambert Elementary;
- 10 et 11 février – Conférence sur la santé mentale du *Leadership Committee for English Education in Québec* (LCEEQ);
- 12 février – Visite de supervision à l'école Good Shepherd.

- School visit;
- February 10 and 11 – Leadership Committee for English Education in Québec (LCEEQ) Conference: The theme was Mental Health;
- February 12 – Good Shepherd School supervision visit.

À TITRE INFORMATIF

- Nouveau plan stratégique du MEES;
- Prévisions à la hausse quant au nombre d'inscriptions;
- Consultation sur le cours d'ECR;
- COVID-19 (coronavirus) – étudiants internationaux revenus de la Chine;
- Confirmation de classes de maternelle 4 ans :
 - École Saint-Jude – 2
 - École St. Mary's – 2
 - École Harold-Sheppard – 1
 - École Cedar Street – 1, peut-être 2
 - École Terry-Fox – 1
 - École Saint-Lawrence – 1
 - École Good Shepherd – 1
 - École REACH – 1
- Recours collectif – rejet de la demande de rétractation du jugement;
- Le projet de loi 40 est désormais une loi;
- Nous avons un nouveau site Web, mais nous sollicitons la patience de tout le monde!

FOR YOUR INFORMATION

- New MEES Strategic Plan;
- Increasing student enrolment forecast;
- ERC consultation;
- COVID-19 (Coronavirus) – international students that came back from China;
- Confirmation of 4-Year-Old Kindergartens:
 - St. Jude School – 2
 - St. Mary's School – 2
 - Harold Sheppard School – 1
 - Cedar Street School – 1 possibly 2
 - Terry Fox School – 1
 - St. Lawrence School – 1
 - Good Shepherd School – 1
 - REACH School – 1
- Class Action Suit – Revocation of judgment was dismissed;
- Bill 40 is now law;
- We have a new website; however, we ask everyone to be patient!

CHAPEAU

- Pour la collaboration avec la Commission scolaire New Frontiers (CSNF): travail conjoint avec la formation continue de la CSNF
- Au personnel enseignant de l'école Saint-Lambert Elementary :
 - Pour le partage de meilleures pratiques lors des réunions du lundi;
 - À l'enseignant Vincent Bellemarre-St-Pierre, qui a partagé avec l'ensemble des enseignants ce qu'il avait fait avec ses élèves. La riche conversation ayant suivi

HAT'S OFF

- For the collaboration with New Frontiers School Board (NFSB): NFSB Continuing Education working together
- To Saint-Lambert Elementary teachers:
 - For sharing their best practices during their Monday meetings;
 - To Vincent Bellemarre-St-Pierre, teacher, who shared with all the teachers, what he had done with his students. The rich conversation that followed was amazing.

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- a été formidable ;
- o La directrice Sophie Compagna a été très impressionnée, car ce n'est pas toujours facile de tenir de telles conversations. Elle était très fière de ses enseignants. Trop souvent, nous nous concentrons sur le négatif et elle voulait vraiment partager le positif.
- Semaine d'appréciation du personnel du 3 au 7 février 2020 :
 - o Merci à toutes et à tous pour leur influence positive et leur dévouement au succès de la Commission scolaire Riverside. Que vous travailliez en première ligne ou en coulisses, aucun effort ne passe inaperçu!
 - o Cadeau de Kim Barnes au personnel de la commission scolaire pendant la Semaine d'appréciation du personnel : elle a personnellement déneigé toutes les voitures!
 - o À nos employés, aux parents, aux membres de la communauté et – surtout – à nos élèves pour leur persévérance en cette semaine de la persévérance scolaire.
- Staff Appreciation Week - February 3 to 7, 2020):
 - o Thank you to everyone for their positive impact and dedication they contribute to Riverside's success. Whether they are in the front line or behind the scenes, not one effort goes unnoticed!
 - o Kim Barnes' gift to school board staff during Staff Appreciation Week where she personally cleaned everyone's snow from their cars!
 - o To our staff, parents, community members, but most of all, our students for their perseverance during Hooked on School Days.

Comité de parents – C. Courtney

Deux réunions du comité de parents ont eu lieu le 13 janvier 2020 et le 3 février 2020.

Réunion du 13 janvier 2020 :

- Le comité a eu droit à une présentation de Pierre M. Gagnon, directeur des ressources matérielles. M. Gagnon a partagé des points portant sur les documents faisant alors l'objet d'une consultation.
- Des questions concernant l'assurance en cas de covoiturage et la politique des services de garde ont été soulevées. Une demande a été faite aux parents de soumettre leurs questions et leurs commentaires.
- Une période de questions et de réponses

C'est tenu concernant les tests de plomb

Parent's Committee – C. Courtney

The Parent's Committee met on January 13, 2020 and February 3, 2020.

January 13, 2020 meeting:

- The Committee received a presentation by Pierre M. Gagnon, Director of Material resources. Mr. Gagnon shared points in regard to the documents under consultation at this time.
- Questions in regard to insurance for carpooling and the Policy on Daycare Services were raised. Parents were advised to submit their questions and comments.
- A question and answer period took place regarding lead testing where it was clarified that the testing is a preventative measure.
- During that meeting the parents received the following update in regards to English

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dans l'eau au cours de laquelle il a été précisé que ces tests s'inscrivent dans une optique de prévention.

- Pendant cette réunion, les parents ont reçu la mise à jour suivante concernant l'Association des comités de parents anglophones (ACPA) du Québec :
 - Des élections ont été tenues pour les postes de président et de vice-président le samedi 11 janvier 2020. Kathy Koriakis a été élue présidente. Elle compte de l'expérience en affaires et a une vision pour la direction de l'ACPA ;
 - Elsa Payette de Laval a été élue vice-présidente. Elle compte de l'expérience politique, ayant travaillé des campagnes.
- L'ACPA travaille actuellement sur le projet de loi 40 et continuera son travail une fois que les travaux parlementaires auront repris.
- Il n'y a aucune disposition qui s'applique lorsqu'un parent quitte son poste d'administrateur. L'ACPA y verra.
- La prochaine réunion de l'ACPA est prévue le 8 février 2020.

Réunion du 3 février 2020 :

- Le comité a eu droit à une présentation de Kim Barnes, directrice des ressources humaines, concernant la pénurie de personnel enseignant, l'actuelle situation de la Commission scolaire Riverside ainsi que les plans de cette dernière pour en minimiser les effets.
- Le comité s'est également penché sur les politiques faisant l'objet d'une consultation.
- Adam Gordon, président de la Commission scolaire Sir Wilfrid Laurier, a assisté à la réunion comme invité. Il a apporté une vidéo du discours livré plus tôt dans la journée à APPELE-Québec.

La prochaine réunion est prévue le 9 mars 2020.

Parents' Committee Association (EPCA):

- Elections occurred for the positions of President and Vice President on Saturday, January 11, 2020. Kathy Koriakis was elected President. She has a background in business and a vision for the steering of EPCA;
- Elsa Payette from Laval was elected Vice President. She has political experience working on campaigns.
- EPCA is currently working on Bill 40 and will continue when Parliament is back in session.
- No provisions exists for when a parent steps down from the role of Director. This will be addressed by the EPCA.
- EPCA's next meeting is scheduled on February 8, 2020.

February 3, 2020 meeting:

- The Committee received a presentation by Kim Barnes, Director of Human Resources, in regard to the teacher shortage and Riverside School Board's current position and plans to minimize the effects.
- The Committee discussed the policies under consultation as well.
- Adam Gordon, Chair of Sir Wilfrid Laurier School Board, attended as a guest. He brought a video of the speech that was given to APPELE-Québec that had happened earlier that day.

The next meeting is scheduled for March 9, 2020.

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Comité consultatif EHDA – C. Courtney

La réunion du comité consultatif EHDA a eu lieu le 23 janvier 2020.

- Le comité a reçu une évaluation du rapport 2018-2019 du protecteur de l'élève.
- Le comité a eu droit à une présentation sur les programmes régionaux offerts par la Commission scolaire Riverside ainsi qu'en quoi ils consistent et le processus de sélection.
- Le comité a eu droit à des mises à jour sur les consultations en cours.
- Le comité a discuté de l'utilisation du budget et des fonds réservés pour la journée carrière pour élèves ayant des besoins particuliers en mai 2020.
- Le comité a passé en revue la politique en matière de services pour les élèves ayant des besoins particuliers.

La prochaine réunion est prévue le 26 mars 2020.

RAPPORTS (comités)

Exécutif – D. Lamoureux

La réunion du comité exécutif a eu lieu le 4 février 2020.

- Le comité s'est penché sur le progrès réalisé dans la réponse au rapport du protecteur de l'élève.
- Le comité s'est également penché sur la Politique d'évaluation des apprentissages de l'élève présentée ce soir même au conseil des commissaires.

La prochaine réunion est prévue le 10 mars 2020.

Consultatif de transport – L. Cuffling

- Le comité consultatif de transport ne s'est pas réuni depuis sa dernière réunion du 3 décembre 2019.

Special Needs Advisory Committee – C. Courtney

The Special Needs Advisory Committee met on January 23, 2020.

- The Committee received a review of the Student Ombudsman's report deposited for 2018–2019.
- The Committee received a presentation regarding the regional programs offered through Riverside School Board, what they consist of and the selection process.
- The Committee received updates in regard to the consultations under way at this time.
- The Committee also discussed the use of the budget and reserved funds to assist with the Special Needs Career Fair to be held in May 2020.
- The Committee also reviewed the policy for services to students with special needs.

The next meeting is scheduled for March 26, 2020.

REPORTS (committees)

Executive – D. Lamoureux

The Executive Committee met on February 4, 2020.

- The Committee reviewed the progress of the response to the Student Ombudsman's report.
- The Committee also reviewed the Policy on Evaluation of Student Learning that is before the Council of Commissioners tonight.

The next meeting is scheduled for March 10, 2020.

Transportation Advisory – L. Cuffling

- The Transportation Advisory Committee did not meet since the last December 3, 2019 meeting.

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- Toutefois, le comité a évalué, par courrier électronique, et a décidé à l'unanimité de proposer une résolution additionnelle au conseil des commissaires. Le 22 janvier 2020, *Autobus Beauregard* a transféré un contrat de transport scolaire en berlines à *Autobus KLM* en raison de la pénurie de chauffeurs d'autobus. Cette résolution est présentée au conseil des commissaires ce soir.

La prochaine réunion est prévue le 25 février 2020.

Éducation – D. Smith

La réunion du comité d'éducation a eu lieu le 27 janvier 2020.

Le comité a discuté des sujets suivants :

Sondage sur la technologie :

Pour prendre le pouls du progrès réalisé à la lumière du plan d'action numérique du Ministère de l'Éducation et de l'Enseignement supérieur (MEES), la conseillère pédagogique Karen Rye a parlé de l'initiative du comité de planification technologique en cours, qui consiste à réunir des enseignantes et des administrateurs de partout dans la commission scolaire. Elle a présenté les résultats d'un sondage interne informel.

Sécurité de l'information :

Lucie Roy, directrice générale adjointe, a expliqué le progrès réalisé par la Commission scolaire Riverside en matière de sensibilisation à l'importance de la sécurité de l'information. Chaque service s'est prêté à un exercice de réflexion sur la gestion de la sécurité de l'information et les secteurs plus vulnérables à cet égard.

Information/Mises à jour :

Réussite scolaire/Projet éducatif :

L'équipe des programmes d'études a commencé à se rendre dans chacune des écoles afin de participer aux discussions en

- However, the Committee reviewed, by e-mail, and has unanimously agreed to propose an additional resolution to the Council of Commissioners. Effective January 22, 2020, *Autobus Beauregard* transferred one Berline contract to *Autobus KLM* due to the lack of bus drivers. The resolution is before the Council of Commissioners tonight.

The next meeting is scheduled for February 25, 2020.

Education – D. Smith

The Education Committee met on January 27, 2020.

The Committee discussed the following topics:

Technology Survey:

To stay abreast of the progress made in light of the *Ministère de l'Éducation et de l'Enseignement supérieur's* (MEES) Digital Action Plan, Karen Rye, Education Consultant, spoke of the ongoing Technology Planning Committee initiative bringing together teachers and administrators from across the school board. She presented the results of an in-house, informal survey.

Security of Information:

Lucie Roy, Assistant Director General, explained the process upon which Riverside School Board has embarked to raise awareness in terms of security of information. Each department has gone through an exercise to reflect on how security of information is managed and to highlight the areas of greater vulnerability in this regard.

Information/Updates:

School Success/Educational Project:

The Curriculum Team has begun going to each of the schools to participate in the ongoing conversations of the School Success

cours sur les équipes de réussite éducative. Parmi les sujets ayant été discutés à ce jour sont l'actuel rôle de l'équipe de réussite éducative et les données requises aux fins du projet éducatif. Des consultants travaillent très étroitement avec les équipes-écoles afin de faciliter l'identification de sources de données et d'obtenir les données requises.

Politique d'évaluation des apprentissages de l'élève :

Cette politique était à l'ordre du jour de la dernière réunion du comité d'éducation. Cependant, depuis ce temps, en travaillant la version française, les Services éducatifs ont apporté d'autres modifications – principalement de nature linguistique. Une version mise à jour (en anglais et en français) a donc été présentée au comité, avec un aperçu des modifications apportées à la politique.

Maternelle 4 ans :

Les écoles qui offriront la maternelle 4 ans en 2020-2021 ont été sélectionnées. Cependant, une récente lettre du MEES informait les commissions scolaires qu'elles ne pouvaient pas procéder à l'annonce de leurs classes de maternelle 4 ans avant d'avoir reçu la confirmation officielle. Le MEES a précisé que cela serait fait au cours de la dernière semaine de janvier.

Procédures d'inscription :

Jessica Saada, directrice par intérim des services éducatifs, a expliqué que les procédures d'inscription ont été revues en prévision de la période d'inscription officielle débutant le 3 février 2020. Tout parent qui souhaite inscrire son enfant (nouvel élève) à une école de la CSR devra formuler sa demande par écrit à compter de 8 heures le 3 février 2020, et ce, par courrier électronique à une adresse réservée à cette fin seulement. La liste complète des adresses électroniques par école a été diffusée par les écoles primaires de la CSR, sur le site Web de la CSR et dans les médias sociaux. À la suite de la réception d'une demande par courrier

Teams. Among the topics discussed thus far are the current role of the School Success Team and the data required for the Educational Project. Consultants are working very closely with school teams to support the identification of data sources and obtaining required data.

Policy on Evaluation of Student Learning:

This policy was brought to the last Education Committee meeting. However, since that time, in working on the French version, Educational Services have made additional modifications, mostly of a linguistic nature. An updated version (in English and French) was therefore submitted to the Committee, providing an overview of the changes brought to the policy.

4-Year-Old Kindergarten:

Schools that will offer the 4-Year-Old Kindergarten in 2020–2021 have been selected. However, a recent letter from the MEES indicated that school boards could not announce their 4-Year-Old Kindergarten classes until official confirmation is given. The MEES highlighted that this would occur in the last week of January.

Registration Procedures:

Jessica Saada, interim Director of Educational Services, explained that the registration procedures have been reviewed for the Official Enrolment Period that begins on February 3, 2020. A parent wishing to register their child (new student) in an RSB school will have to provide their request in writing as of 8 a.m., on February 3, 2020, by sending an email to an address reserved for this purpose alone. The complete list of email addresses per school has been provided through RSB elementary schools, on the RSB website and through social media. Following the reception of an email request, the school will communicate back with the parent within two working days

électronique, l'école communiquera avec le parent dans les deux jours ouvrables pour fixer un rendez-vous d'inscription. Les parents recevront une réponse automatique leur indiquant les documents qu'ils devront fournir pour inscrire leur enfant. Des questions ont été soulevées concernant cette nouvelle procédure par courrier électronique. Les écoles seront invitées à formuler leurs commentaires après la période d'inscription officielle et les rajustements jugés nécessaires seront faits par la suite.

Consultation sur le cours éthique et culture religieuse (ECR) :

Jessica Saada a informé le comité que le MEES cherche à revoir le cours ECR et a lancé une consultation publique à cette fin. Les écoles ont reçu un hyperlien menant vers un sondage pouvant être rempli par n'importe qui et ont été invitées à diffuser cette information. Aucune connaissance particulière n'est requise pour remplir le sondage du cours ECR. Voici l'hyperlien :

<http://www.education.gouv.qc.ca/parents-et-tuteurs/consultations-sur-le-programme-detudes-ethique-et-culture-religieuse/>

Mise à jour concernant l'enseignement à la maison :

Elizabeth Ford a fourni les plus récentes données concernant les élèves de la CSR qui reçoivent l'enseignement à la maison ainsi que les exigences du MEES à cet égard. À l'heure actuelle, la CSR compte 45 élèves qui reçoivent l'enseignement à la maison. Une réunion s'est tenue avec les directeurs des écoles secondaires afin de procéder à un remue-méninges sur les moyens que la CSR pourrait prendre pour gérer son obligation de fournir des installations, des ressources et des services complémentaires aux élèves qui reçoivent l'enseignement à la maison. Nous aurons aussi l'obligation de fournir des séances préparatoires au cours de la prochaine année scolaire ainsi que des examens l'année suivante aux élèves des 4^e

to set a registration appointment. Parents will receive an automatic reply stating this and listing the documents required for registration. Concerns were raised in regards to this new emailing procedure. Feedback will be collected from the schools following the Official Enrolment Period and any required adjustments will be made.

Ethics and Religious Culture (ERC) Consultation:

Jessica Saada informed the Committee that the MEES is looking to review the ERC program and has launched a public consultation. Schools were sent a link to a survey that may be completed by anyone, and were asked to disseminate this information. No specific knowledge of the ERC program is required to complete the survey. The link is as follows:

<http://www.education.gouv.qc.ca/en/parents-and-guardians/consultations-on-the-ethics-and-religious-culture-program-of-study/>

Homeschooling Update:

Elizabeth Ford provided the latest information on RSB homeschooled students and MEES requirements. RSB currently has 45 students being homeschooled. A meeting was held with the high school principals to brainstorm on how RSB might manage the obligation to provide facilities, resources and complementary services to homeschooled students, as we are required to do. We will also be obliged to provide preparation sessions in the next school year, and exams the year after, for secondary 4 and 5 students who need to qualify for their high school diploma.

et 5^e secondaires pour l'obtention de leur diplôme d'études secondaires.

Élèves internationaux :

Elizabeth Ford a fourni les plus récents chiffres concernant le nombre d'élèves internationaux. On n'en compte aucun dans les écoles primaires cette année. Deux groupes arriveront sous peu pour un séjour d'une durée d'un mois chacun.

Projets éducatifs : (item ajouté)

Jessica Saada a rapporté que, à la suite de l'enquête sur les obligations légales en matière de rapports sur les projets éducatifs, il a été proposé que les écoles n'aient l'obligation de produire qu'un seul rapport annuel. Ce rapport serait exigé à l'automne et, par conséquent, aucun rapport ne serait exigé en juin cette année. Cela serait plus logique à la lumière de la pléthore de cibles et d'indicateurs sélectionnés par les écoles, nécessitant les résultats de fin d'année sur les relevés de la CSR ou sur les relevés d'apprentissage du MEES et par conséquent, les résultats ne seront pas disponibles en juin.

Examen de données :

Jessica Saada a fourni des données sur les compétences linguistiques (élèves obtenant une note de 70 % ou plus en anglais et en français) aux niveaux primaire et secondaire. Elle a également fourni des données sur les compétences dans les matières principales (élèves obtenant une note de 70 % ou plus en anglais, en français et en mathématiques) au niveau primaire. L'équipe des programmes d'études se penche sur diverses données dans l'optique non pas d'apporter des conclusions, mais plutôt de soulever des questions. L'examen des données sur les compétences a soulevé de nombreuses questions, par exemple concernant l'écart considérable entre les modèles de prestation en anglais et en immersion dans les écoles qui offrent les deux modèles de prestation.

La prochaine réunion est prévue le 27 avril 2020.

International Students:

Elizabeth Ford provided the latest numbers of International Students. There are none in elementary schools this year. Two groups will soon be arriving for one month each.

Educational Projects: (Item added)

Jessica Saada reported that, following investigation on the legal obligations with regard to reporting on Educational Projects, it has been proposed that there only be one annual report required of the schools. This report would be due in the fall; therefore, no report would be required for this June. This would make more sense in light of many of the indicators and targets selected by the schools, which involve end-of-year results on report cards or MEES transcripts and therefore will not be available in June.

Looking at Data:

Jessica Saada provided data on language proficiency (students achieving 70% or more in both English and French) at the elementary and secondary levels, as well as data on proficiency in core subjects (students achieving 70% or more in English, French and mathematics) at the elementary level. The Curriculum Team is exploring a variety of data, not to bring conclusions but to raise questions. Looking at proficiency data has raised many questions, for instance about the significant gap between the English and Immersion models of delivery in schools offering both models of delivery.

The next meeting is scheduled for April 27, 2020.

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

La réunion du comité de vérification a eu lieu le 11 février 2020.

RESSOURCES FINANCIÈRES :

Plan de redressement

Le ministère, vu le déficit produit par la Commission scolaire Riverside en 2018-2019 et conformément à la Loi sur l'instruction publique, exige que la commission scolaire se dote d'un plan de redressement d'ici le 1^{er} mars 2020. Un plan triennal sera proposé afin d'atténuer l'effet sur la commission scolaire. Le plan de redressement a été présenté au comité de gestion du conseil des directeurs (CGCD), au comité d'allocation des ressources (CAR), au comité consultatif de gestion (CCG) et, enfin, au comité d'audit (finances/ressources matérielles). Tous les commissaires ont été invités à assister à la réunion du comité d'audit (finances/ressources matérielles) pour une présentation. Le plan a été approuvé à l'unanimité lors de cette réunion. Le plan sera réévalué à la lumière du résultat final pour l'année. Nous devrions recevoir du ministère une confirmation concernant le projet de plan de redressement au cours des prochains mois.

Politique de répartition des ressources :

Les modifications apportées à la politique ont été présentées. La politique fera l'objet d'une consultation et tous les commentaires recueillis seront présentés au comité pour fins de discussion.

Résolutions :

Les résolutions suivantes sont présentées en détail. Elles doivent être adoptées pour accorder le mandat et participer à un appel d'offres public du groupe de commissions

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

The Audit Committee met on February 11, 2020.

FINANCIAL RESOURCES:

Recovery Plan

The Ministry, following Riverside School Board's 2018–2019 deficit, and in link with the Education Act, requires the school board to establish a recovery plan for March 1, 2020. A three-year plan will be proposed in order to reduce the effect on the school board. The recovery plan was presented to the Directors Council Management Committee (DCM), the Resource Allocation Committee (RAC), the Management Advisory Committee (MAC) and finally to the Audit (Finance/Material Resources) Committee. All commissioners were invited to the Audit (Finance/Material Resources) Committee meeting for a presentation where it was approved unanimously. Based on the final yearly result, the plan will be reevaluated. We should receive confirmation on the proposed recovery plan from the Ministry in the coming months.

Policy on Allocation of Resources:

Changes in the policy were presented. The Policy will be sent out for consultation. All comments will be presented to the Committee for discussion.

Resolutions:

The resolutions below were presented in detail but are mandatory in order to give the mandate and to participate to a public call for tender of the Montérégie/Eastern Township

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scolaires de l'Estrie et de la Montérégie qui achètent pour le compte du Comité d'achat regroupé Montérégie-Estrie (CARME) :

- Résolution CARME – Cartouches
- Résolution CARME – Papier d'impression
- Résolution CARME – Tableaux scolaires

group purchasing for the *Comité d'achat regroupé Montérégie-Estrie* (CARME):

- Resolution CARME – Cartridges
- Resolution CARME – Printing Paper
- Resolution CARME – Classroom Boards

Projet pour la cafétéria de l'école Heritage :

Sujata Saha, directrice de l'école secondaire régionale Héritage, est invitée à présenter un nouveau concept selon lequel une entreprise privée investira, à ses frais, dans la rénovation de la cafétéria et en sera responsable de la gestion. Un appel d'offres sera lancé. Après de nombreuses questions, les membres approuvent de présenter la résolution au conseil des commissaires.

RESSOURCES MATÉRIELLES :

Capacité des écoles de la CSR :

Ce sujet a été reporté. Cependant, il a été présenté durant la séance de travail du 11 février 2020.

La prochaine réunion est sur convocation de la présidence.

Gouvernance et éthique – L. Cuffling

Aucun rapport.

La prochaine réunion est sur convocation de la présidence.

Ressources humaines – H. Dumont

Aucun rapport.

La prochaine réunion est sur convocation de la présidence.

Cafeteria Project Heritage:

Sujata Saha, Principal of Heritage Regional High School, was invited to present a new concept where a private company will invest to renovate the cafeteria area at their own expense and will also be responsible for the management. A call for tender will be done. After numerous questions, it was approved by the members, to submit the resolution to the Council of Commissioners.

MATERIAL RESOURCES:

RSB School Capacity:

This topic was deferred. However, it was presented at the February 11, 2020 work session.

The next meeting is at the call of the Chair.

Governance and Ethics – L. Cuffling

No report.

The next meeting is at the call of the Chair.

Human Resources – H. Dumont

No report.

The next meeting is at the call of the Chair.

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

Communications – A. Capobianco-Skipworth

La réunion du comité des communications a eu lieu le 18 février 2020.

Le comité a discuté de plusieurs sujets, dont les suivants :

Mandat du comité :

Des modifications ont été apportées au mandat du comité en réponse à des recommandations des membres qui seront présentées à la prochaine réunion du conseil des commissaires pour approbation.

Banque de messages :

La préparation d'un message concernant la semaine de relâche a été discutée. Le comité développera aussi une banque de messages concernant différentes occasions d'ici la fin de la présente année scolaire, le but étant de faciliter la transmission de messages.

Dates des remises des diplômes :

Le comité encouragera les écoles à prendre en considération que plusieurs commissaires doivent assister à plus d'une remise de diplômes. Par conséquent, une demande est faite aux écoles de ne pas toutes les planifier le même jour dans la mesure du possible.

La prochaine réunion est sur convocation de la présidence.

ACSAQ – A. Capobianco-Skipworth

La réunion du comité de l'ACSAQ a eu lieu le 31 janvier 2020.

De nombreux sujets ont été discutés, dont les rapports financiers la loi 40 et des rapports du président. Par la suite, la commission scolaire s'est réunie par téléconférence afin d'accorder à l'association le mandat de contester le projet de loi 40.

Le comité continuera de faire suivre toute information aux membres du conseil des

Communications – A. Capobianco-Skipworth

The Communications Committee met on February 18, 2020.

The Committee discussed several topics including:

Committee Mandate:

Amendments were made to the Mandate following recommendations from the members that will be presented at the next Council of Commissioners' meeting for approval.

Bank of Messages:

The preparation of a message for Spring Break was discussed. The Committee will also build a bank of messages for different occasions ready by the end of this school year in order to facilitate the transmission of messages.

Graduation Dates:

The Committee will encourage schools to take into consideration that many commissioners have several ceremonies to attend, therefore, schools are being asked not to schedule them on the same day if possible.

The next meeting is at the call of the Chair.

QESBA – A. Capobianco-Skipworth

The QESBA Committee met on January 31, 2020.

Many topics were discussed including financial reports, Bill 40 and reports from the President. Subsequently, the school board met via teleconference to mandate the association to contest Bill 40.

The Committee will continue to forward all information to the Council of Commissioners'

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commissaires dès la réception de toute nouvelle mise à jour.

members as soon as any updates are received.

La prochaine réunion est sur convocation de la présidence.

The next meeting is at the call of the Chair.

Résolution E172-20200218

DÉPÔT POUR FINS DE CONSULTATION DE LA POLITIQUE D'ÉVALUATION DES APPRENTISSAGES DE L'ÉLÈVE

Resolution E172-20200218

DEPOSIT FOR CONSULTATION OF THE POLICY ON THE EVALUATION OF STUDENT LEARNING

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

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

IL EST PROPOSÉ par le commissaire Lamoureux, appuyé par la commissaire Llewelyn-Cuffling, que la *Politique d'évaluation des apprentissages de l'élève* soit déposée pour fins de consultation du 22 février 2020 au 7 avril 2020 ; ET

IT IS MOVED by Commissioner Lamoureux, seconded by Commissioner Llewelyn-Cuffling, that the *Policy on the Evaluation of Student Learning* be deposited for consultation from February 22, 2020 to April 7, 2020; AND

QUE le document soit adopté à la séance du conseil des commissaires du 21 avril 2020.

THAT it be adopted at the meeting of the Council of Commissioners on April 21, 2020.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution HR570-20200218

DÉPÔT POUR FINS DE CONSULTATION DU CALENDRIER 2020-2021 DE L'ÉCOLE PRIMAIRE INTERNATIONALE DE GREENFIELD PARK

Resolution HR570-20200218

DEPOSIT FOR CONSULTATION OF THE 2020-2021 SCHOOL CALENDAR FOR GREENFIELD PARK PRIMARY INTERNATIONAL SCHOOL

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

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

IL EST PROPOSÉ que la commissaire Courtney, appuyée par la commissaire Capobianco-Skipworth, que le calendrier 2020-2021 de l'école primaire internationale de Greenfield Park soit déposé pour fins de consultation du 22 février 2020 au 7 avril 2020 ; ET

IT IS MOVED by Commissioner Courtney, seconded by Commissioner Capobianco-Skipworth, that the proposed 2020-2021 school calendar for Greenfield Park Primary International School be deposited for consultation from February 22, 2020 to April 7, 2020; AND

QUE le document soit adopté à la séance du conseil des commissaires du 21 avril 2020.

THAT it be adopted at the meeting of the Council of Commissioners on April 21, 2020.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

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Résolution B742-20200218

ADOPTION DE LA POLITIQUE RÉGISSANT LES SORTIES SCOLAIRES ET LES DÉPLACEMENTS POUR ACTIVITÉS SPORTIVES

CONSIDÉRANT que la *Politique régissant les sorties scolaires et les déplacements pour activités sportives* a été soumise pour fins de consultation du 21 décembre 2019 au 4 février 2020 ;

IL EST PROPOSÉ par la commissaire Smith, appuyée par le commissaire Horrell, que la *Politique régissant les sorties scolaires et les déplacements pour activités sportives* soit adoptée.

ADOPTÉE À L'UNANIMITÉ

Résolution B743-20200218

ADOPTION DE LA POLITIQUE DES SERVICES DE GARDE EN MILIEU SCOLAIRE

CONSIDÉRANT que la *Politique des services de garde en milieu scolaire* a été soumise pour fins de consultation du 21 décembre 2019 au 4 février 2020 ;

IL EST PROPOSÉ par la commissaire Booth-Morrison, appuyée par la commissaire Llewelyn-Cuffling, que la *Politique des services de garde en milieu scolaire* soit adoptée.

ADOPTÉE À L'UNANIMITÉ

Résolution HR571-20200218

ADOPTION DU CALENDRIER SCOLAIRE 2020-2021 POUR LE SECTEUR JEUNE

CONSIDÉRANT que le calendrier scolaire 2020-2021 pour le secteur jeune a été soumis pour fins de consultation du 21 décembre 2019 au 4 février 2020 ;

Resolution B742-20200218

ADOPTION OF THE POLICY ON FIELD TRIPS AND TRIPS FOR ATHLETIC EVENTS

WHEREAS the *Policy on Field Trips and Trips for Athletic Events* has been the subject of consultation from December 21, 2019 to February 4, 2020;

IT IS MOVED by Commissioner Smith, seconded by Commissioner Horrell, that the *Policy on Field Trips and Trips for Athletic Events* be adopted.

UNANIMOUS

Resolution B743-20200218

ADOPTION OF THE POLICY ON DAYCARE SERVICES

WHEREAS the *Policy on Daycare Services* has been the subject of consultation from December 21, 2019 to February 4, 2020;

IT IS MOVED by Commissioner Booth-Morrison, seconded by Commissioner Llewelyn-Cuffling, that the *Policy on Daycare Services* be adopted.

UNANIMOUS

Resolution HR571-20200218

ADOPTION OF THE 2020-2021 SCHOOL CALENDAR FOR THE YOUTH SECTOR

WHEREAS the 2020-2021 school calendar for the youth sector has been the subject of consultation from December 21, 2019 to February 4, 2020;

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IL EST PROPOSÉ par la commissaire Courtney, appuyée par le commissaire Horrell, que le calendrier scolaire 2020-2021 pour le secteur jeune soit adopté.

IT IS MOVED by Commissioner Courtney, seconded by Commissioner Horrell, that the 2020–2021 school calendar for the youth sector be adopted.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution HR572-20200218

ADOPTION DU CALENDRIER SCOLAIRE PARTIEL 2021-2022 POUR LE SECTEUR JEUNE

CONSIDÉRANT que le calendrier scolaire partiel 2021-2022 pour le secteur jeune a été soumis pour fins de consultation du 21 décembre 2019 au 4 février 2020;

IL EST PROPOSÉ par le commissaire Horrell, appuyé par la commissaire Courtney, que le calendrier scolaire partiel 2020-2021 pour le secteur jeune soit adopté.

Resolution HR572-20200218

ADOPTION OF THE 2021–2022 PARTIAL SCHOOL CALENDAR FOR THE YOUTH SECTOR

WHEREAS the 2021–2022 partial school calendar for the youth sector has been the subject of consultation from December 21, 2019 to February 4, 2020;

IT IS MOVED by Commissioner Horrell, seconded by Commissioner Courtney, that the 2021–2022 partial school calendar for the youth sector be adopted.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution F249-20200218

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

CONSIDÉRANT que *Les Autobus Beauregard* était liée à la Commission scolaire Riverside en vertu d'un contrat de transport par berline pour les circuits 2 et 226, d'une durée de cinq (5) ans (2017-2018 à 2021-2022) pour une somme totalisant soixante-huit mille neuf cent dollars et quarante-quatre cents (68 900,44 \$);

CONSIDÉRANT que, par résolution numéro F246-20191217, la Commission scolaire Riverside a autorisé, le 17 décembre 2019, la cession d'un des deux circuits, soit le circuit numéro 2 à *Transport Excell*;

Resolution F249-20200218

APPROVAL OF THE TRANSFER OF A SCHOOL BERLINE ROUTE CONTRACT FROM LES AUTOBUS BEAUREGARD TO AUTOBUS KLM INC.

WHEREAS *Les Autobus Beauregard* was bound by a berline transportation contract for routes numbers 2 and 226, for a five-year (5) period (2017–2018 to 2021–2022) with Riverside School Board, at a total cost of sixty-eight thousand nine hundred dollars and forty-four cents (\$68,900.44);

WHEREAS Riverside School Board has authorized the transfer of one of the two routes December 17, 2019, by resolution number F246-20191217 bearing route number 2 to *Transport Excell*;

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CONSIDÉRANT que *Les Autobus Beauregard* a fait une demande d'autorisation pour céder le dernier circuit, soit le numéro 226, à *Autobus KLM inc.* et ce rétroactivement en date du 22 janvier 2020 ;

WHEREAS *Les Autobus Beauregard* has requested approval for the transfer of the remaining berline route bearing number 226 to *Autobus KLM inc.* effective retroactively to January 22, 2020;

CONSIDÉRANT que la valeur du contrat pour le circuit 226 est de trente-cinq mille sept cent quatre-vingt-quinze dollars et quatre-vingt-seize sous (35 795,96 \$) soit le montant de trente-quatre mille quatre cent cinquante et vingt-deux cents (34 450,22 \$) avec l'indexation du coût de la vie ;

WHEREAS the value of the contract for route number 226 is thirty-five thousand seven hundred and ninety-five dollars and ninety-six cents (\$35,795.96) namely the amount of thirty-four thousand four hundred and fifty and twenty-two cents (\$34,450.22) with the cost of living indexation;

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

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

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

The transportation company (*Les Autobus Beauregard*) cannot grant, transfer, alienate in any way, in whole or in part, directly or indirectly, the present contract without prior written notice from Riverside School Board. If the transportation company is incorporated, any change in the majority capital stocks must be previously authorized in writing by Riverside School Board with that being understood Riverside School Board cannot withhold its authorization without reasonable grounds;

CONSIDÉRANT que *Autobus KLM inc.* a présentement des contrats de transport par berlines avec la Commission scolaire Riverside et qu'elle fournit un bon service ;

WHEREAS *Autobus KLM inc.* presently holds berline transportation contracts with Riverside School Board and that it is providing a good service;

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

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

IL EST PROPOSÉ par la commissaire Llewelyn-Cuffling, appuyée par le commissaire Craig, que la Commission scolaire Riverside approuve la cession du dernier contrat pour le circuit de berline numéro 226 de *Les Autobus Beauregard* à *Autobus KLM inc.*

IT IS MOVED by Commissioner Llewelyn-Cuffling, seconded by Commissioner Craig, that Riverside School Board approve the transfer of the remaining berline contract route number 226 contract from *Les Autobus Beauregard* to *Autobus KLM inc.*

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

Résolution F250-20200218

PARTICIPATION À UN APPEL D'OFFRES REGROUPEÉ POUR L'ACHAT DE TABLEAUX SCOLAIRES POUR UNE DURÉE DE TROIS (3) ANS

CONSIDÉRANT que le contrat pour l'achat de :

- Tableaux scolaires : Dossier 112023

viendra à échéance le 29 février 2020 et qu'il est nécessaire de procéder à un appel d'offres afin de le renouveler ;

CONSIDÉRANT qu'il est dans l'intérêt du CARME d'inclure un mode d'adjudication d'un contrat à commande conclu avec plusieurs fournisseurs, que des commandes puissent être attribuées à l'un ou l'autre des fournisseurs qui seront retenus, et dont le prix soumis n'excède pas plus de 10 % le prix le plus bas ;

CONSIDÉRANT que plusieurs commissions scolaires de l'Estrie et de la Montérégie se sont regroupées de façon informelle au sein d'une association nommée le Comité des achats regroupés de l'Estrie et de la Montérégie (CARME), afin que l'une ou l'autre des commissions scolaires membres procède, au besoin, à un appel d'offres regroupé, au nom de toutes les commissions scolaires qui lui auront donné un mandat à cette fin ;

CONSIDÉRANT que le Vérificateur général du Québec identifie le processus d'achats regroupés comme une initiative facilitant la réalisation d'économies, tel que mentionné dans son rapport 2010-2011 traitant des frais d'administration des commissions scolaires ;

CONSIDÉRANT la *Politique d'acquisition relative aux contrats d'approvisionnement, de services et de travaux de construction* qui favorise les achats regroupés de biens et de services chaque fois que cela s'avère possible et bénéfique pour la commission scolaire ;

Resolution F250-20200218

AUTHORIZATION TO JOIN A GROUP PUBLIC CALL FOR TENDERS FOR THE PURCHASE OF CLASSROOM BOARDS FOR A PERIOD OF THREE (3) YEARS

WHEREAS the contract for the purchase of:

- Classroom Boards: File number 112023

comes to an end on February 29, 2020 and that it is necessary to conduct a call for tenders for the renewal;

WHEREAS it is in the interest of the CARME to include a way of awarding a purchasing contract with several suppliers, and that orders may be awarded to one or another of the selected suppliers that have been retained, and whose submitted price does not exceed the lowest price by more than 10%;

WHEREAS many School Boards of the Eastern Townships and of the Montérégie have joined together informally within an association called Group Purchasing Committee of the Montérégie and Eastern Township (CARME) to mandate one of those school boards to proceed, if need be, with a group call for tenders in the name of all the School Boards that belong to this association;

WHEREAS the Auditor General of Québec identified group purchasing as a cost-saving measure, as indicated in his 2010–2011 report dealing with the administration costs generated by school boards;

WHEREAS the *Policy on the Purchase of Goods and Services* favours purchases of goods and services via group purchasing whenever possible and if in the best interest of the School Board;

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

CONSIDÉRANT qu'il est dans l'intérêt de la commission scolaire de participer à un appel d'offres regroupé pour l'achat des objets énumérés ci-dessus puisque cela lui permettra de faire des économies ;

WHEREAS it is in the best interest of the School Board to participate in a group call for tenders for the purchase of the items listed above which will allow savings;

CONSIDÉRANT que l'appel d'offres regroupé envisagé visera à convenir d'un contrat de trois (3) ans, ce qui permettra d'obtenir un meilleur prix ;

WHEREAS a contract for a period of three (3) years allows for a better price in a call for tenders via group purchasing;

IL EST PROPOSÉ par le commissaire Mazur, appuyé par le commissaire Dionne, d'autoriser que la Commission scolaire Riverside participe au regroupement d'achats pour l'achat de :

IT IS MOVED by Commissioner Mazur, seconded by Commissioner Dionne, that Riverside School Board participate in the group purchasing for the purchase of:

- Tableaux scolaires : Dossier 112023

- Classroom Boards: File number 112023

De mandater la Commission scolaire des Patriotes afin qu'elle procède à un appel d'offres public regroupé d'une durée de trois (3) ans, selon les procédures et politiques en vigueur à cette commission scolaire et que la Commission scolaire Riverside accepte d'être liée au même titre que la Commission scolaire des Patriotes face à l'adjudicataire qui sera choisi au terme de cet appel d'offres ; ET

That the Commission scolaire des Patriotes be mandated to coordinate the public call for tenders via group purchasing for a period of three (3) years based on the procedures and policies in effect at that School Board and that Riverside School Board agrees to assume the same responsibility as that of Commission scolaire des Patriotes in the selection of the bidder at the end of the tendering procedure; AND

D'autoriser le directeur général à signer le contrat à intervenir avec l'adjudicataire choisi.

That the Director General be authorized to sign the contract established with the selected bidder.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution F251-20200218

PARTICIPATION À UN APPEL D'OFFRES REGROUPÉ POUR L'ACHAT DE CARTOUCHES D'ENCRE ORIGINALES POUR UNE DURÉE DE DEUX (2) ANS

Resolution F251-20200218

AUTHORIZATION TO JOIN A GROUP PUBLIC CALL FOR TENDERS FOR THE PURCHASE OF ORIGINAL TONER CARTRIDGES FOR A PERIOD OF TWO (2) YEARS

CONSIDÉRANT que le contrat pour l'achat de :

WHEREAS the contract for the purchase of:

- Cartouche d'encre originale : Dossier 152022

- Original Toner Cartridges: File number 152022

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

viendra à échéance le 29 février 2020 et qu'il est nécessaire de procéder à un appel d'offres afin de le renouveler ;

comes to an end on February 29, 2020 and that it is necessary to conduct a call for tenders for the renewal;

CONSIDÉRANT que plusieurs commissions scolaires de l'Estrie et de la Montérégie se sont regroupées de façon informelle au sein d'une association nommée le Comité des achats regroupés de l'Estrie et de la Montérégie (CARME), afin que l'une ou l'autre des commissions scolaires membres procède, au besoin, à un appel d'offres regroupé, au nom de toutes les commissions scolaires qui lui auront donné un mandat à cette fin ;

WHEREAS many School Boards of the Eastern Townships and of the Montérégie have joined together informally within an association called Group Purchasing Committee of the Montérégie and Eastern Township (CARME) to mandate one of those School Boards to proceed, if need be, with a group call for tenders in the name of all the school boards that belong to this association;

CONSIDÉRANT que le Vérificateur général du Québec identifie le processus d'achats regroupés comme une initiative facilitant la réalisation d'économies, tel que mentionné dans son rapport 2010-2011 traitant des frais d'administration des commissions scolaires ;

WHEREAS the Auditor General of Québec identified group purchasing as a cost-saving measure, as indicated in his 2010-2011 report dealing with the administration costs generated by school boards;

CONSIDÉRANT la *Politique d'acquisition relative aux contrats d'approvisionnement, de services et de travaux de construction* qui favorise les achats regroupés de biens et de services chaque fois que cela s'avère possible et bénéfique pour la commission scolaire ;

WHEREAS the *Policy on the Purchase of Goods and Services* favours purchases of goods and services via group purchasing whenever possible and if in the best interest of the School Board;

CONSIDÉRANT qu'il est dans l'intérêt de la commission scolaire de participer à un appel d'offres regroupé pour l'achat des objets énumérés ci-dessus puisque cela lui permettra de faire des économies ;

WHEREAS it is in the best interest of the School Board to participate in a group call for tenders for the purchase of the items listed above which will allow savings;

CONSIDÉRANT que l'appel d'offres regroupé envisagé visera à convenir d'un contrat de deux (2) ans, ce qui permettra d'obtenir un meilleur prix ;

WHEREAS a contract for a period of two (2) years allows for a better price in a call for tenders via group purchasing;

IL EST PROPOSÉ par le commissaire Mazur, appuyé par le commissaire Dionne, d'autoriser que la Commission scolaire Riverside participe au regroupement d'achats pour l'achat de :

IT IS MOVED by Commissioner Mazur, seconded by Commissioner Dionne, that Riverside School Board participate in the group purchasing for the purchase of:

• Cartouches	d'encre	originales :	• Original	Toner	Cartridges:	File
Dossier 152022			number 152022			

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

De mandater la Commission scolaire des Patriotes afin qu'elle procède à un appel d'offres public regroupé d'une durée de deux (2) ans, selon les procédures et politiques en vigueur à cette commission scolaire et que la Commission scolaire Riverside accepte d'être liée au même titre que la Commission scolaire des Patriotes face à l'adjudicataire qui sera choisi au terme de cet appel d'offres ; ET

That the Commission scolaire des Patriotes be mandated to coordinate the public call for tenders via group purchasing for a period of two (2) years based on the procedures and policies in effect at that School Board and that Riverside School Board agrees to assume the same responsibility as that of Commission scolaire des Patriotes in the selection of the bidder at the end of the tendering procedure; AND

D'autoriser le directeur général à signer le contrat à intervenir avec l'adjudicataire choisi.

That the Director General be authorized to sign the contract established with the selected bidder.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution F252-20200218

PARTICIPATION À UN APPEL D'OFFRES REGROUPE POUR L'ACHAT DE PAPIER D'IMPRESSION POUR UNE DURÉE DE UN (1) AN AVEC OPTION DE DEUX (2) PÉRIODES D'UNE (1) ANNÉE CHACUNE

Resolution F252-20200218

AUTHORIZATION TO JOIN A GROUP PUBLIC CALL FOR TENDERS FOR THE PURCHASE OF PRINTING PAPER FOR A PERIOD OF ONE (1) YEAR WITH AN OPTION OF TWO (2) ONE (1) YEAR PERIODS

CONSIDÉRANT que le contrat pour l'achat de :

WHEREAS the contract for the purchase of:

- Papier d'impression : Dossier 012021

- Printing Paper: File number 012021

viendra à échéance le 29 février 2020 et qu'il est nécessaire de procéder à un appel d'offres afin de le renouveler ;

comes to an end on February 29, 2020 and that it is necessary to conduct a call for tenders for the renewal;

CONSIDÉRANT que plusieurs commissions scolaires de l'Estrie et de la Montérégie se sont regroupées de façon informelle au sein d'une association nommée le Comité des achats regroupés de l'Estrie et de la Montérégie (CARME), afin que l'une ou l'autre des commissions scolaires membres procède, au besoin, à un appel d'offres regroupé, au nom de toutes les commissions scolaires qui lui auront donné un mandat à cette fin ;

WHEREAS many School Boards of the Eastern Townships and of the Montérégie have joined together informally within an association called Group Purchasing Committee of the Montérégie and Eastern Township (CARME) to mandate one of those school boards to proceed, if need be, with a group call for tenders in the name of all the School Boards that belong to this association;

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

CONSIDÉRANT que le Vérificateur général du Québec identifie le processus d'achats regroupés comme une initiative facilitant la réalisation d'économies, tel que mentionné dans son rapport 2010-2011 traitant des frais d'administration des commissions scolaires ;

WHEREAS the Auditor General of Québec identified group purchasing as a cost-saving measure, as indicated in his 2010–2011 report dealing with the administration costs generated by school boards;

CONSIDÉRANT la Politique d'acquisition relative aux contrats d'approvisionnement, de services et de travaux de construction qui favorise les achats regroupés de biens et de services chaque fois que cela s'avère possible et bénéfique pour la commission scolaire ;

WHEREAS the Policy on the Purchase of Goods and Services favours purchases of goods and services via group purchasing whenever possible and if in the best interest of the School Board;

CONSIDÉRANT qu'il est dans l'intérêt de la commission scolaire de participer à un appel d'offres regroupé pour l'achat des objets énumérés ci-dessus puisque cela lui permettra de faire des économies ;

WHEREAS it is in the best interest of the School Board to participate in a group call for tenders for the purchase of the items listed above which will allow savings;

CONSIDÉRANT que l'appel d'offres regroupé envisagé visera à convenir d'un contrat d'une durée d'un (1) an avec option de deux (2) périodes d'une (1) année chaque, ce qui permettra d'obtenir un meilleur prix ;

WHEREAS a contract for a period of one (1) year with an option of two (2) one (1) year periods allows for a better price in a call for tenders via group purchasing;

Il EST PROPOSÉ par le commissaire Mazur, appuyé par le commissaire Dionne, d'autoriser que la Commission scolaire Riverside participe au regroupement d'achats pour l'achat de :

IT IS MOVED by Commissioner Mazur, seconded by Commissioner Dionne, that Riverside School Board participate in the group purchasing for the purchase of:

- Papier d'impression : Dossier 012021

- Printing Paper: File number 012021

De mandater la Commission scolaire des Patriotes afin qu'elle procède à un appel d'offres public regroupé d'une durée d'un (1) an avec option de deux (2) périodes d'une (1) année chaque selon les procédures et politiques en vigueur à cette commission scolaire et que la Commission scolaire Riverside accepte d'être liée au même titre que la Commission scolaire des Patriotes face à l'adjudicataire qui sera choisi au terme de cet appel d'offres ; ET

That the Commission scolaire des Patriotes be mandated to coordinate the public call for tenders via group purchasing for a period of one (1) year with an option of two (2) one (1) year periods based on the procedures and policies in effect at that School Board and that Riverside School Board agrees to assume the same responsibility as that of Commission scolaire des Patriotes in the selection of the bidder at the end of the tendering procedure; AND

D'autoriser le directeur général à signer le contrat à intervenir avec l'adjudicataire choisi.

That the Director General be authorized to sign the contract established with the selected bidder.

ADOPTÉE À L'UNANIMITÉ

UNANIMOUS

Résolution S001-20200218

**APPEL D'OFFRES POUR LA
CONCESSION DES SERVICES DE
CAFÉTÉRIA À L'ÉCOLE SECONDAIRE
RÉGIONALE HÉRITAGE**

CONSIDÉRANT que l'école secondaire régionale Héritage désire aller en appel d'offres pour la concession des services de cafétéria pour une période initiale de trois (3) ans avec une possibilité de renouvellement de deux (2) périodes de un (1) an chaque ou pour un période de cinq (5) ans ; ET

CONSIDÉRANT que cet appel d'offre va également prévoir que la firme à qui va être octroyer le contrat devra également effectuer des travaux de rénovations de la cafétéria et que cela ferait partie intégrale du contrat ; ET

CONSIDÉRANT les dispositions de *la Loi sur les contrats des organismes publics* (LCOP) ; ET

CONSIDÉRANT que le délai pour l'appel d'offre est supérieur à quarante-cinq (45) jours, soit une période de soixante (60) jours ;

IL EST PROPOSÉ par le commissaire Mazur, appuyé par le commissaire Dionne, d'autoriser l'appel d'offre pour la cafétéria à l'École secondaire régionale Héritage.

ADOPTÉE À L'UNANIMITÉ

CORRESPONDANCE

Il n'y a pas de correspondance.

QUESTIONS DU PUBLIC : 20 h 49

Aucune.

Resolution S001-20200218

**CALL FOR TENDER FOR THE CAFETERIA
SERVICES AT HERITAGE REGIONAL
HIGH SCHOOL**

WHEREAS Heritage Regional High School wishes to go on a call for tender for its cafeteria concession for an initial period of three (3) years with a possibility of two (2) one (1) year renewal periods or a five (5) year period; AND

WHEREAS this call for tender will also provide that the firm to whom the contract will be awarded to will also have to undertake renovations of the cafeteria premises, and this will be an integral part of the contract; AND

WHEREAS the provisions of the *Act Respecting Contracting by Public Bodies* (LCOP); AND

WHEREAS the period for the call for tender is over forty-five (45) days, namely a period of sixty (60) days;

IT IS MOVED by Commissioner Dionne, seconded by Commissioner Mazur, to authorize the call for tender for the cafeteria at Heritage Regional High School.

UNANIMOUS

CORRESPONDENCE

There is no correspondence.

QUESTIONS FROM THE PUBLIC: 8:49 p.m.

None.

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

BRAVOS

- Le président Lamoureux souhaite à toutes et à tous une excellente semaine de relâche.
- La commissaire Capobianco-Skipworth remercie le président Lamoureux pour tout son travail dévoué à l'ACSAQ.

VARIA :

Aucun.

LEVÉE DE LA SÉANCE :

Il PROPOSÉ par la commissaire Courtney, appuyée par la commissaire Capobianco-Skipworth, que la séance soit levée à 20 h 58.

DATE DE LA PROCHAINE SÉANCE ORDINAIRE :

La prochaine séance ordinaire du conseil des commissaires aura lieu le 17 mars 2020.

BRAVOS

- Chairman Lamoureux wished everyone a great Spring Break.
- Commissioner Capobianco-Skipworth thanked Chairman Lamoureux for his hard work at QESBA.

OTHER BUSINESS:

None.

CLOSING:

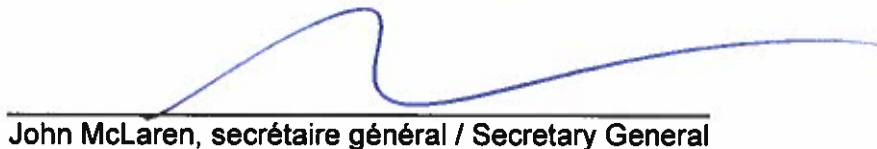
IT IS MOVED by Commissioner Courtney seconded by Commissioner Capobianco-Skipworth at 8:58 p.m. that the meeting be closed.

DATE OF NEXT REGULAR MEETING:

The next Regular Meeting of the Council of Commissioners will take place on March 17, 2020.



Dan Lamoureux, président / Chairman



John McLaren, secrétaire général / Secretary General

Convocation à une séance ordinaire du conseil qui aura lieu
Le 18 février 2020 à 19 h 30 au centre administratif,
7525, chemin de Chambly, Saint-Hubert, Québec

PROJET D'ORDRE DU JOUR – SÉANCE ORDINAIRE

1. Ouverture de la séance
2. Déclaration du Conseil des commissaires
3. Adoption de l'ordre du jour
4. Approbation du procès-verbal
 - Approbation du procès-verbal de la séance ordinaire du 17 décembre 2019
 - Suivi de la séance ordinaire du 17 décembre 2019
 - Approbation du procès-verbal de la séance extraordinaire du 4 février 2020
 - Suivi de la séance extraordinaire du 4 février 2020
 - Approbation du procès-verbal de la séance extraordinaire en huis clos du 4 février 2020 (*en huis clos*)
 - Suivi de la séance extraordinaire en huis clos du 4 février 2020 (*en huis clos*)
5. Période de questions du public – 30 minutes
6. Rapport du président
7. Rapport du directeur général
8. Rapport du comité de parents
9. Rapport du comité EHDA
10. Rapport des comités
 - 10.1 Exécutif
 - 10.2 Transport
 - 10.3 Éducation
 - 10.4 Vérification (Finances/Ressources mat)
 - 10.5 Gouvernance et éthique
 - 10.6 Ressources humaines
 - 10.7 Communications
 - 10.8 ACSAQ
11. Résolutions
 - Dépôt pour fins de consultation de la Politique d'évaluation des apprentissages de l'élève
 - Dépôt pour fins de consultation du calendrier 2020-2021 de l'École primaire internationale de Greenfield Park
 - Adoption de la Politique régissant les sorties scolaires et les déplacements pour activités sportives
 - Adoption de la Politique des services de garde en milieu scolaire
 - Adoption du calendrier scolaire 2020-2021 pour le secteur jeune
 - Adoption du calendrier scolaire partiel 2020-2021 pour le secteur jeune
 - Autorisation de la cession d'un circuit de transport scolaire en berline par les autobus Beauregard à Autobus KLM inc.
 - Participation à un appel d'offres regroupé pour l'achat de tableaux scolaires pour une durée de trois (3) ans
 - Participation à un appel d'offres regroupé pour l'achat de cartouches d'encre originales pour une durée de deux (2) ans
 - Participation à un appel d'offres regroupé pour l'achat de papier d'impression pour une durée de un (1) an avec option de deux (2) périodes d'une (1) année chaque
 - Appel d'offres pour la concession des services de cafétéria à l'École secondaire régionale Héritage
12. Correspondance
13. Période de questions du public – 20 minutes
14. Bravos (2 minutes par membre)
15. Varia
16. Clôture
17. Date de la prochaine session ordinaire du Conseil : **17 mars 2020 à 19 h 30**

Donné à Saint-Hubert (Québec) le 14 février 2020



John McLaren, Secrétaire général

CONSEIL DES COMMISSAIRES COUNCIL OF COMMISSIONERS

Members are hereby convened to a **regular meeting** on
February 18, 2020 at 7:30 p.m. at the Administration Centre
7525, chemin de Chambly, St-Hubert, QC

AGENDA – REGULAR MEETING

1. Call to Order and Quorum
2. Statement of the Council of Commissioners
3. Adoption of the Agenda
4. Approval of Minutes
 - Adoption of the Minutes of the regular meeting of December 17, 2019
 - Business arising from the Minutes of the regular meeting of December 17, 2019
 - Adoption of the Minutes of the special meeting of February 4, 2020
 - Business arising from the Minutes of the special meeting of February 4, 2020
 - Adoption of the in camera Minutes of the special meeting of February 4, 2020 (*in camera*)
 - Business arising from the in camera Minutes of the special meeting of February 4, 2020 (*in camera*)
5. Questions from the Public – 30 minutes
6. Chairman's Report
7. Director General's Report
8. Parent Committee Report
9. Special Needs Advisory Report
10. Committee Reports
 - 10.1 Executive
 - 10.2 Transportation
 - 10.3 Education
 - 10.4 Audit (Finance/Mat. Resources)
 - 10.5 Governance and Ethics
 - 10.6 Human Resources
 - 10.7 Communications
 - 10.8 Q.E.S.B.A.
11. Resolutions
 - Deposit for Consultation of the Policy on Evaluation of Student Learning
 - Deposit for Consultation of the 2020-2021 School Calendar for Greenfield Park Primary International School
 - Adoption of the Policy on Field Trips and Trips for Athletic Events
 - Adoption of the Policy on Daycare Services
 - Adoption of the 2020-2021 School Calendar for the Youth Sector
 - Adoption of the 2021-2022 Partial School Calendar for the Youth Sector
 - Approval of the Transfer of a School Berline Route Contract from *Les autobus Beauregard* to *Autobus KLM inc.*
 - Authorization to Join a Group Public Call for Tenders for the Purchase of Classroom Boards for a Period of Three (3) Years
 - Authorization to Join a Group Public Call for Tenders for the Purchase of Original Toner Cartridges for a Period of Two (2) Years
 - Authorization to Join a Group Public Call for Tenders for the Purchase of Printing Paper for a Period of One (1) Year With an Option of Two (2) One (1) Year Periods
 - Call for Tender for the Cafeteria Services at Heritage Regional High School
12. Correspondence
13. Questions from the Public – 20 minutes
14. Bravos (2 minutes per member)
15. Other Business
16. Close of Meeting
17. Date of Next Regular Meeting: **March 17, 2020 at 7:30 p.m.**

Given at Saint-Hubert, Québec on February 14, 2020



John McLaren, Secretary General



Riverside School Board - Policy

Resolution EXXX-XXXXXXXXXX

~~Resolution E102-20110628~~

Policy Name:	Policy on Evaluation of Student Learning (Youth Sector)
Policy Number:	Resolution EXXX-XXXXXXXXXX Replacing Resolution Number E102-20110628
Date Submitted to Executive:	2011-04-05 2020-02-04
Date Received at Council:	2011-04-19 2020-02-18
Date Approved by Council:	2011-06-28
Suggested Date of Next Review:	Three years from date of adoption

1.0 Rationale

Riverside School Board believes that evaluation is a collaborative, communicative process that contributes to the development of competency and fosters lifelong learning.

The **Policy on Evaluation of Student Learning** provides the framework to promote ~~personal~~ success for all students and to allow students to become actively involved in the process of their own education. It specifies the regulations for promotion ~~from one cycle to another or between~~ **throughout** elementary and secondary school.

The contents of this policy are based on the regulations and principles articulated in the Education Act (**Ed. Act**), the Basic School Regulation (**BSR**), the **Policy on the Evaluation of Learning** (Ministry of Education, ~~Leisure and Sports~~ **MELS**), the Annual Directives, and the Teachers' Collective Agreement in force at the time of its application. These official documents take precedence over the present policy.

All legal references to the Education Act were made as it stood on February 4, 2019. For an up-to-date version of this document, please refer to the following website: <http://legisquebec.gouv.qc.ca>.

2.0 Definition and Purpose

Evaluation is not an end in itself, but rather a process that supports student learning.

Evaluation is the process whereby a judgment is made on a student's

learning, that is, knowledge and competencies in each subject area, on

the basis of information gathered, analysed and interpreted, for the purpose of making pedagogical and, where appropriate, administrative decisions. (B.S.R., Section 28)

Students do not learn in order to be evaluated: they are evaluated so that they can learn more effectively. (MELS Ministry of Education Policy on the Evaluation of Learning, p.12)

[Evaluation] must allow all students to pursue their learning according to their individual characteristics, aptitudes, aspirations ~~while maintaining~~ without any lowering of educational standards. (Ibid Ministry of Education Policy on the Evaluation of Learning, p.14)

3.1 Orientation

Evaluation:

- supports learning by providing ongoing feedback to students, ~~both on a daily basis as well as at more strategic moments;~~
- acknowledges achievement through recognition of ~~individual~~ competencies ~~development;~~
- is considered an integral component of the learning process ~~rather than a distinct concept;~~
- is based on the teacher's professional judgment carried out in a collaborative manner;
- respects differences in learning whereby conditions ~~for evaluation~~ may be adapted for certain students;
- conforms with Ministry programs of study and is enhanced through understanding by stakeholders (students, teachers, administrators, parents/guardians) of the documents outlined in Section 1, paragraph 23;
- takes into account the respective responsibilities of all stakeholders and increases the focus on collaboration and ~~team-work~~ teamwork among those working with students;
- recognizes that students take an active role in all components of their learning process, including evaluating their learning, thereby increasing their understanding and accountability.

While behaviour may interfere with or support learning, it is not considered in the assessment of competency development unless it is directly connected to the demonstration of the competency. Behaviour unrelated to competency development is addressed through other venues than evaluation and reporting of competency.

4.1 Process of Evaluation

The process of evaluation of learning includes the following components:

- Planning – establishing the goal of evaluation, choosing the means, timing and methods;
- Information gathering and interpretation – records are kept, observations are

recorded over time, comparison is made on the student's learning with what is

expected;

- Judgment – relies on the analysis and synthesis of the information gathered;
- Decision/action –either pedagogical or administrative in nature.

Communication of evaluation is a responsibility shared by all partners. The process includes the participation of the students, parents, teachers, school administration, school board and the Ministry of Education, Recreation and Sports (MELS).

4.1 Responsibility of the Student

The student has the responsibility to become actively involved in the learning process, including participating in the setting of their learning goals. In addition, the student will monitor his/her their progress toward those goals; and evaluate their success in meeting the goals. The student participates in the process of reporting the results of the evaluation, through, for example, through student-led conferences.

4.2 Responsibility of the Parents/Guardian

The parent/guardian has the responsibility to be an active participant in the student's education and to work in collaboration with the school on establishing a home- school partnership. The parent/guardian continuously supports their child's progress in learning, reviews the communication of evaluation results with the student and participates in parent-teacher interviews. reviews the communication of evaluation results with the student and continuously supports his/her child's progress in learning.

4.3 Responsibility of the Teacher(s)

The teacher ensures that the learning and evaluation goals are aligned with the expectations of Ministry of Education programs.

The teacher is entitled (...) to select the means of evaluating the progress of the students so as to examine and assess continually and periodically the needs and achievement of competencies objectives and needs of every students entrusted to his/her care. (Ed. Act, section article 19).

The teacher supports learning by providing feedback on a regular basis as well as at strategic times, e.g. such as during and at the end of a unit of study, etc. The teacher provides opportunities for students to participate in the learning process, including evaluation.

The teacher respects differences in learning whereby conditions for evaluation may be adjusted for certain students and acknowledges achievement through recognition of individual competencies competency.

The teacher, working in collaboration with colleagues, uses professional judgment to interpret the results of assessment in an evaluation process; working in collaboration with the cycle team and other colleagues. The teacher reports these results, as required, to the student, parents/guardian, school administration and school board, using the accepted reporting tools provided.

4.4 Responsibility of the School Administration

The principal ensures collaboration within teacher teams for the evaluation of student learning and the reporting to parents.

The principal is responsible for approving, on the proposal of the teachers (...) the standards and procedures for the evaluation of student achievement, in particular, how parents are to be informed of the academic progress of their children, ~~the standards and procedures for the evaluation of student achievement~~ in keeping with the prescription of the ~~E~~basic ~~S~~school ~~R~~egulation and subject to examinations ~~which that~~ may be imposed by the ~~MELS~~ Minister or the school board. (~~Ed. Act, article 231~~) (Ed. Act, section ~~article~~ 96.15(4)). The

~~principal is responsible for approving the reporting tools used by the school.~~

~~The principal ensures collaboration within cycle teams in the evaluation of student learning and the reporting to parents. The principal, or delegate, reviews and approves each report card sent to parents and indicates his/her approval with a signature on the document.~~

~~The Principal approves the standards and procedures for the evaluation of student learning (Ed. Act, article 96.15). In the case of an elementary or secondary student, at A t the beginning of the school year, the principal shall ensure that (...) a summary of the standards and procedures for the evaluation of student learning, approved by the school principal, indicating in particular the nature of the main evaluations and the period during which they are scheduled for each subject, are is provided to the parents of each student or to the student if of full age. If during the year, significant adjustments are made (...) to this evaluation information, the principal will ensure that the adjustments are also communicated to the parents or to the student B.S.R. Section 20). These standards and procedures must also include an evaluation and reporting schedule indicating for which subjects and competencies a mark will be provided in each of the three terms, in keeping with the B.S.R. section 30.1 and the Annual Directives.~~

4.5 Responsibility of the School Board

The school board ensures that each school evaluates student achievement and administers the examinations imposed by the ~~MELS~~ Ministry of Education. The school board may ~~also impose internal examinations in the subjects domains~~ it determines at the end of each cycle of the elementary level and at the end of the first cycle of the secondary level. (Ed. Act, section 231)

The ~~Riverside~~ sSchool bBoard may, upon the request of the schools, provide the schools with ~~an informal report card~~ the first communication template to be used in reporting to parents in elementary and secondary schools by October 15th .

~~The board ensures that the structures for consultation on evaluation by Board committees are in place.~~

The board ensures ~~assures~~ that the regulations of the ~~MELS~~ Ministry of

Education are followed in each of its schools.

4.6 Responsibility of the MELS Ministry of Education

The MELS Ministry of Education provides the Basic School Regulation for the organization of schools and the educational services provided to schools. In this capacity, MELS, through its Basic School Regulation may:

- ~~establishes~~ the rules on the evaluation of learning achievement and the certification of studies. (Ed. Act, section ~~article~~ 447, 4);
- ~~determines~~ the diplomas, certificates and other official attestation awarded by the Minister and prescribes the conditions under which they are to be awarded (Ed. Act, section ~~article~~ 447, 5);
- ~~authorizes~~ a school board, on conditions and to the extent determined by the Minister, to exempt a category of students from the application of a provision of the basic school regulation. (Ed. Act, section ~~article~~ 447, 10).

4.7 Communicating Evaluation

Elementary education is organized into 3 cycles of 2 years each. Secondary education is organized into 2 cycles; the first covers 2 school years and the second, 3 school years. (B.S.R. Section 15)

Each school year is divided into 3 terms. The school provides one written communication and three report cards each year to the parents or, if the student is of full age, to the student. The dates of reporting to parents each year must correspond to the dates established by the Minister. The formal report card used for terms 1, 2 and 3, in Preschool (Kindergarten), Elementary and Secondary education, must be the report card and all associated procedures as are ~~established~~ prescribed by the Minister. (B.S.R. Sections 29 & 30)

~~Reporting to students to provide them with a direction in their learning is essential. As well, parents are entitled to receive information regarding a student's academic progress and information as to whether or not a student is meeting the expected outcomes of an educational program.~~

~~Communication of evaluation is a responsibility shared by all partners, (moved to beginning of section) as described in Section 4 of this policy. In addition, obligations for communication of student learning are specified in the Basic School Regulation Section 29.~~

Reporting Procedures:

As per the Basic School Regulation (~~Section 29~~), the following reporting procedures are obligatory:

- In order to ~~To~~ inform parents of their child's learning and behaviour, the school ~~will~~ provides a one written communication, other than a report card, to the parents no later than 15 October ~~15~~. If the student is ~~eighteen years old~~ or full age, the communication is provided to the student. (B.S.R., Section 29)
- In order to ~~To~~ inform ~~parents of their child's~~ a student's parents of the student's academic progress, the school ~~will~~ provide a report card ~~having the MELS prescribed format and contents~~ to the parents at the end of each of the 3 terms, in the form prescribed by the Ministry of

Education. *If the student is of full age, the report cards are provided to the*

student.

The Term 1 report card will be provided no later than November 20, the Term 2 report card will be provided by March 15, and the Term 3 report card will be provided by July 10. (B.S.R., Section 29.1)

- At least once a month, information is provided to the parents of a minor in the following cases:
 - The student's results put him or her at risk of not obtaining the pass mark for ~~a~~ the programs of studies, or, ~~in the case of Kindergarten for a child in preschool education, students, or when the child's progress indicates that he or she will not be ready to proceed to the first grade of elementary school at the beginning of the following school year; not being prepared to move to Grade 1 at the beginning of the following year;~~
 - The student's behaviour does not comply with the school's rules of conduct;
 - An individualized education plan providing for the information was ~~has been~~ prepared for the student.

The information is intended to foster collaboration between the parents and the school in correcting learning difficulties and behavioural problems as soon as they appear and, in some cases, in implementing an individualized education plan.(B.S.R., Section 29.2)

Communications with parents may take a variety of forms, such as: emails, parent- teacher interviews, portfolios, student-led conferences, individual educational plans, etc. and form an integral part of the ongoing reporting process ~~to parents~~.

Reporting on Achievement

Information in the report card, and other reporting tools:

- should make it possible to determine the progress made by a student with regard to competency development;
- shows where a student stands in relation to the expected outcomes of the Québec Education Program.

As per the Basic School Regulation (Sections 30 to 30.3), the following reporting aspects are obligatory:

- For preschool (5-year-old kindergarten), reporting ~~Reporting on the status of the development of the competencies as well as reporting on the final level of development of the competencies will correspond to the requirements given in the Framework for the Evaluation of Learning established by the Minister for the particular program of studies.~~ will correspond to the requirements given in the Framework for the Evaluation of Learning established by the Minister. In terms 1 and 2, reporting will indicate the status of the development of the competencies in the Preschool Education program. In term 3, reporting will indicate the final level of development of the competencies.
- For elementary and secondary education, a student's results must include:
 1. A detailed result per competency for the language of instruction, second language and mathematics;

2. A detailed result per component, theory and practical, for compulsory and elective science subjects other than mathematics;

3. A subject mark for each subject and the group average.

- ~~At the end of Terms 1 and 2, the report card will provide results only for those competencies or components that have been evaluated, according to the reporting format required by the Minister.~~

At the end of the first 2 terms of the school year, the detailed result, for the subjects for which such results are required, are detailed only for the competencies or components that have been evaluated.

- At the end of Term 3, the report card will provide results for all of the competencies or components of the program of studies, ~~according to the reporting format required by the Minister~~ as well as the student's final marks and the group averages. The results are based on the framework for evaluation of learning established by the Minister for each program of study.
- *The final mark per competency or component is calculated according to the following weighting: 20% for the first term, 20% for the second term, 60% for the third term.*
- A student's result for an examination set by the Minister at the end of cycle 3 elementary is worth 20% of the student's final mark.
- For all secondary programs of studies for which the Minister sets an examination, the minister shall take into account the summative evaluation of the student transmitted by the school board in a proportion of 50%. This is subject to validation and possible revised weighting (Ed. Act 470). The minister shall then certify success or failure in that program.
- For secondary 4 and 5 students, official results are those provided by the Ministry in a transcript titled Achievement Record for Secondary Studies.

5.1 Promotion

~~The pass mark for each subject in elementary and secondary education is 60%.~~

For elementary and secondary education, the pass mark is 60% for each subject. (B.S.R. Section 28.1)

Rules Governing Promotion and Retention of Students ~~in Elementary School~~

Preschool (5-year-old kindergarten)

Exceptionally, in the interest of a child who has not achieved the objectives of ~~Kindergarten~~ preschool education, and if there are reasonable grounds to believe that such a measure is necessary to foster the child's academic progress, students may be retained in preschool for one year. This decision is made by the school Pprincipal, ~~given~~ following a request with reasons, ~~made~~ by the child's parents (Ed. Act. section ~~Art.~~ 96.17) ~~and is based on the recommendation of the Director of Complementary Services,~~ in consultation

with the school board.

~~Retaining in a year of a cycle~~ Elementary school

~~The decision to retain a student in a year of a cycle (excepting Grade 6) is, according to the Rules of Academic Progress, given in the school's Local Framework for Evaluation.~~

~~A decision to promote a student to the next cycle shall be based on the student's last report card of the last school year and on the rules governing promotion established by the school or the school board, according to their respective responsibilities. (B.S.R. section 28)~~

~~Normally, p~~Promotion occurs following 6 years in elementary school. Retention in the same grade level ~~in a year~~ is an exceptional measure which, in the student's interest, is applied if it is evident from the student's individualized education plan that such a measure, among all possible measures, is the most likely to facilitate the student's academic progress. (B.S.R. Sections 13 & 13.1)

~~Promotion from~~ Elementary Cycle 3 to Secondary School

Under the direction of the school Pprincipal, and using the results of the student's last report card of the last school year (B.S.R. Section 28), each student who is determined to have met the minimum expectations of the Quebec Education Program at this level shall be promoted to secondary school.

Under the direction of the school Pprincipal, for each student who has not met the minimum expectations for elementary education at the end of the period fixed by the basic school regulation for mandatory promotion to secondary school, ~~of the Québec Education Program of Cycle 3,~~ one of the following options shall be applied:

1. The student shall be assessed for particular learning needs and a recommendation will be made regarding the most appropriate academic plan ~~path~~, which will then be implemented.
2. The student shall be promoted to secondary Cycle 1 and provided with suitable support at this level. These support measures will be determined by the Ssecondary Sschool Pprincipal in consultation with the school board. ~~and the Director of Complementary Services.~~
3. Exceptionally, in the interest of a student ~~child who has not achieved the compulsory final objectives of elementary school education,~~ and if there are reasonable grounds to believe that such a measure is necessary to foster the ~~child's~~ student's academic progress, the students may be retained in elementary for one year. This decision is made by the school Pprincipal, ~~given following~~ a request, with reasons, made by the child's parents (Ed. Act. section ~~Art.~~ 96.18) and, in consultation with the school board. ~~is based on the~~

~~recommendation of the Director of Complementary Services.~~

~~Rules Governing Promotion of Students in Secondary School~~

~~The purpose of secondary instructional services is to promote the overall development of students, their social integration and achievement of personal~~

~~and career goals. Educational services facilitate receipt of a Secondary School Diploma or other occupational qualifications, and as the case may be, pursuit of postsecondary studies (Ed. Act., article 2).~~

~~Promotion of a student from one year to the next in Cycle 1 is according to the Rules of Academic Progress given in the school's Local Framework for Evaluation.~~

~~Promotion from Cycle 1 to Cycle 2~~ **Secondary** **Secondary School**

Decisions and subsequent actions related to promotion or retention of a student in a year will be in accordance with ~~MELS~~ **Ministry** regulations, the provisions of this policy and the Rules of Academic Progress given in the school's Local Framework for Evaluation.

~~Under the direction of the school Pprincipal, the decision to promote a student to the next cycle shall be based on the student's last report card of the last school year (B.S.R. Section 28).~~

A decision to promote a student to the next cycle shall be based on the student's last report card of the last school year and on the rules governing promotion established by the school or the school board, according to their respective responsibilities. (B.S.R. section 28)

Secondary Cycle 1

At the end of the first year of secondary school, the school principal may, exceptionally, in a student's interest, allow the student to remain for a second year in the same class if it is evident from the student's individualized education plan that such a measure is, among possible measures, a measure more likely to facilitate the student's academic progress. (B.S.R. section 13.1)

Under the direction of the school ~~P~~**p**incipal, for each student who has not met the minimum expectations of the Quebec Education Program Cycle 1, one of the following options shall be applied:

1. The student shall be assessed for particular learning needs and a recommendation will be made regarding the most appropriate academic ~~plan~~ **path**, which will then be implemented.
2. The student shall be promoted to secondary Cycle 2 and provided with suitable support at this level, as determined by the school ~~P~~**p**incipal ~~Complementer~~ **in consultation with the school board.** ~~and the Director or~~
3. ~~The student shall be retained in Cycle 1 and provided with suitable support at this level, as determined by the school Principal and the Director of Complementary Services.~~

~~Promotion in~~ **Secondary** ~~Cycle 2~~ **Secondary**

Promotion of a student from one year to the next in Cycle 2 shall be by subject in the case of a student taking the general education path or the applied education path (B.S.R. Section 28), and in accordance with the Rules of Academic Progress given in the school's Local Framework for Evaluation.

6.0 Students with Special Needs

Refer to the Riverside School Board **Policy Concerning the Organization of Educational Services for Students with Handicaps and Students with Social Maladjustments or Learning Disabilities.**

7.0 Homeschooling

~~According to the Guidelines for Home Schooling set by Riverside School Board, students who live within the territory of Riverside School Board and have received authorization from the School Board for home schooling must be evaluated at least once a year.~~

Decisions and subsequent actions related to the evaluation of students receiving homeschooling will be in accordance with the Education Act, the Basic School Regulation, the Homeschooling Regulation and the **Riverside School Board Homeschooling Guidelines.**

8.0 Conclusion

The **Policy on Evaluation of Student Learning** will come into force on its adoption by resolution of the Council of Commissioners of Riverside School Board.

APPENDIX A

¹Education Act

~~Teacher's' rights:~~

~~19. In accordance with the educational project of the school and subject to the provisions of this Act, the teacher has the right to govern the conduct of each group of students entrusted to his care.~~

~~Teacher's prerogatives:~~

~~The teacher is entitled, in particular,~~

- ~~1) to select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care;~~
- ~~2) to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to his care.~~

~~1988, c. 84, s. 19.~~

~~Approval of proposals:~~

~~96.15. The principal is responsible for approving, on the proposal of the teachers or, in the case of matters referred to in subparagraph 5, of the members of the staff concerned and after consulting with the governing board in the case of proposals under subparagraph 3,~~

- ~~1) in accordance with the policies determined by the governing board, the local programs of studies developed to meet the special needs of students;~~
- ~~2) the criteria for the introduction of new instructional methods;~~
- ~~3) in accordance with this Act and in keeping with the school budget, the textbooks and instructional material required for the teaching of programs of studies;~~
- ~~4) the standards and procedures for the evaluation of student achievement in keeping with the prescriptions of the basic school regulation and subject to the examinations that may be imposed by the Minister or the school board;~~
- ~~5) the rules governing the placement of students and their promotion from one cycle to the other at the elementary level, subject to the rules prescribed by the basic school regulation.~~

~~Procedure:~~

¹Education Act: -

~~http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/I_13_3/I13_3_A.html~~

~~<http://www.legisquebec.gouv.qc.ca/en/ShowDoc/cs/I-13.3>~~

~~Before approving the proposals... relating to how parents are to be informed of the academic progress of their children under subparagraph 4 of the first paragraph, the principal must consult with the governing board.~~

~~The proposals of the teachers or the staff members under this section shall be made according to the procedure determined by the teachers or the staff members at general meetings called for that purpose by the principal or, failing that, according to the procedure determined by the principal.~~

~~Time limit.~~

~~A proposal of the teachers or the staff members concerning a subject referred to in this section must be made within 15 days after the proposal is requested by the principal, failing which the principal may act without such proposal.~~

~~Reasons.~~

~~If the principal does not approve a proposal of the teachers or the staff members, the principal shall give reasons, in writing, for the decision.~~

~~1997, c. 96, s. 13.~~

~~Student achievement.~~

~~231. Every school board shall ensure that each school evaluates student achievement and administers the examinations imposed by the Minister.~~

~~A school board may impose internal examinations in the subjects it determines at the end of each cycle of the elementary level and at the end of the first cycle of the secondary level.~~

~~Promotion.~~

~~233. After consulting with the parents' committee, every school board shall establish rules governing promotion from elementary school to secondary school and from the first cycle to the second cycle of the secondary level, subject to the rules prescribed by the basic school regulation.~~

~~Basic school regulation.~~

~~447. The Government may make regulations to be known as the "basic school regulation".~~

~~Content.~~

~~The basic school regulation shall relate to~~

~~1) the nature and objectives of educational services, including preschool education, instructional services, student services and special educational services as well as the general organizational framework thereof;~~

~~2) the date, between the beginning of the school year and 1 January, for determining the age at which a person is eligible for admission to the educational services referred to in section 1.~~

~~Other provisions.~~

~~In addition, the basic school regulation may~~

~~4) establish rules on the evaluation of learning achievement and the certification of studies;~~

APPENDIX B

²Basic School Regulation

DIVISION VII

EVALUATION OF LEARNING

~~28.— Evaluation is the process whereby a judgment is made on a student's learning, that is, knowledge and competencies in each subject area, on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and, where appropriate, administrative decisions.~~

~~A decision to promote a student to the next cycle shall be based on the student's last report card of the last school year and on the rules governing promotion established by the school or the school board, according to their respective responsibilities.~~

~~In the second cycle of the secondary level, the promotion of a student to the next year shall be by subject in the case of a student taking the general education path or the applied education path.~~

~~O.C. 488-2005, s. 8.~~

~~29.— In order to inform the student's parents of the student's learning and behavior, the school provides one written communication, other than a report card, to the parents not later than 15 October. If the student is of full age, the communication is provided to the student.~~

~~29.1 In order to inform a student's parents of the student's academic progress, the school provides a report card to the parents at the end of each of the 3 terms, in the form prescribed by Schedules IV to VII. If the student is of full age, the report cards are provided to the student.~~

~~The report cards are provided no later than 20 November for the first term, 15 March for the second term and 10 July for the third term.~~

~~29.2 At least once a month, information shall be provided to the parents of a minor in the following cases:~~

~~(1) — the student's results put him or her at risk of not obtaining the pass mark for the programs of studies or, for a child in preschool education, when the child's progress indicates that he or she will not be ready to proceed to the first grade of elementary school at the beginning of the following school year;~~

~~(2) — the student's behaviour does not comply with the school's rules of conduct;~~

²Basic School Regulation, August 1, 2011 -

http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=3&file=/I_13_3/T13_3R8_A_HTM

~~(3) — an individualized education plan providing for the information was prepared for the students.~~

~~The information is intended to foster collaboration between the parents and the school in correcting learning difficulties and behavioural problems as soon as they appear and, in some cases, in implementing an individualized education plan.~~

~~O.C. 651-2000, s. 29; O.C. 488-2005, s. 9.~~



Riverside School Board

Resolution BXXX-20200218

Policy Name:	Policy on Field Trips and Trips for Athletic Events
Policy Number:	Resolution BXXX-20200218 Replacing Resolution Number B73-20010522
Date Submitted to Executive:	2019-12-03
Date Received at Council:	2019-12-17
Date Approved by Council:	2020-02-18

Purpose

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

General

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

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

Supervision

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

Secondary:

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

Elementary:

- 1 : 6 Preschool (4 year old and 5 year-old Kindergarten)
- 1 : 8 Elementary cycle I
- 1 : 10 Elementary cycles II and III

Daycare:

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

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

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

Mixed groups should always have at least one male and one female supervisor on overnight trips.



Riverside School Board

Resolution BXXX-20200218

Policy Name:	Policy on Daycare Services
Policy Number:	Resolution BXXX-20200218 Replacing Resolution Number B143-20061219
Date Submitted to Executive:	2019-12-03
Date Received at Council:	2019-12-17
Date Approved by Council:	2020-02-18

1. **Preamble**

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

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

2. **Objectives**

The objectives of this policy are:

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

3. **Definition**

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

4. Orientation

School daycare services:

- complement the educational services provided by the school in continuity with its mission and its educational project;
- focus on the global development of children through activities taking into account their interests and needs;
- encourage the development of social skills;
- provide students with a supervised homework period;
- are in keeping with board policies and the rules of conduct and safety measures approved by the governing board;
- must be self-financing through parental financial contribution and MEES allocations.

5. Responsibilities

5.1 The School Board:

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

5.2 The Principal:

- assists the governing board in its role and responsibilities regarding the daycare services;
- coordinates the human, material and financial resources of the daycare service and sees to the integration of the daycare into school life;
- ensures the quality of daycare services;
- may refuse services to a child who does not respect the daycare rules and regulations or for unpaid daycare fees.

5.3 The Governing Board:

- organizes daycare services such as hours of operation, meals and snack services, fees, and use of facilities including classrooms;
- Approves additional fees charged on pedagogical days when applicable.

5.4 The Daycare Technician:

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

5.5 The Daycare Educator:

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

5.6 The Parents:

- Should register before September 30
- respect and follow the daycare guidelines, rules and regulations;
- sign the attendance form on a daily basis and indicate the time of pick up.

6. The Clientele

Daycare services have two types of clientele:

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

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

7. Rules of Operation

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

ANNEX 1

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

Education act: section 74

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

Each of these stages shall be carried out through concerted action between the various

participants having an interest in the school and in student success. To that end, the governing board shall encourage the collaboration of students, parents, teachers, other school staff members, and community and school board representatives.

Education act: section 76

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

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

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

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

Education act: section 256

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



COMMISSION SCOLAIRE RIVERSIDE / RIVERSIDE SCHOOL BOARD

Calendrier scolaire 2020-2021 / School Calendar 2020-2021

July 2020

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
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August 2020

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September 2020

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October 2020

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November 2020

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December 2020

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January 2021

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February 2021

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March 2021

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April 2021

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May 2021

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June 2021

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- 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

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

Journées pédagogiques / Pedagogical days

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



COMMISSION SCOLAIRE RIVERSIDE / RIVERSIDE SCHOOL BOARD

Calendrier scolaire 2021-2022 / School Calendar 2021-2022

July 2021

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August 2021

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September 2021

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October 2021

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November 2021

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December 2021

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January 2022

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February 2022

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March 2022

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April 2022

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24	25	26	27	28	29	30

May 2022

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22	23	24	25	26	27	28
29	30	31				

June 2022

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19	20	21	22	23	24	25
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- Congés / holidays
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Communication écrite / Written communication

Au plus tard le
At the latest by

Étapes / Terms – No. Days/jours

- 1.
- 2.
- 3.

Journées pédagogiques / Pedagogical days

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