



**Commission scolaire English-Montréal**  
**English Montreal School Board**

# GOVERNING BOARD MANUAL

A Resource for  
Governing Board Members  
of the English Montreal School Board

September 2013  
[www.emsb.qc.ca](http://www.emsb.qc.ca)



THIS MANUAL WAS PREPARED BY THE  
COMMUNICATIONS DIVISION



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**English Montreal School Board**

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## INTRODUCTION

On July 1, 1998, linguistic school boards were formed as part of a wide reform of the educational system in Quebec. As stated in *A New Direction for Success*: “The purpose of this reform is to give schools more responsibility so that they can better adapt their teaching and organization to the needs and characteristics of their students.”

Governing boards are another component of the educational reform. They bring together parents, school staff, senior high school students and community members who work in partnership towards a primary goal of making decisions that benefit our students.

In October 1998, the EMSB provided its schools with a Manual to assist the governing boards in the exercise of their functions.

The present is the thirteenth edition of the Manual. It contains the information included in the previous editions, revised as required in accordance with the new provisions of the Education Act.

The Governing Board Manual is intended for administrators and all governing board members. We hope that you will find it to be a useful guide as we begin the 2013-2014 school year.

## DEFINITIONS

<b>Parent</b>	All parents with a child attending the school.
<b>Parent Representative</b>	Parents who are elected or appointed to the GB of the school.
<b>Parents' Committee Representative</b>	Person elected by the “parents” assembled at the AGA from among the “parent representatives” elected or appointed to the GB.
<b>Parents' Committee Substitute</b>	As above – replaces the PC representative and votes at meetings of the Parents' Committee when the PC representative is unable to attend.
<b>Propose</b>	Submit an idea with a view to participating in its consideration <i>E.g. Section 84 - The principal proposes the approach for the implementation of the basic school regulation, which he has developed with the school staff, to the governing board (section 89).</i>
<b>Adopt</b>	Develop a proposal and modify it, or to modify, add to or remove from a proposal submitted by the principal <i>E.g. Section 74 - The governing board adopts the school's educational project; when the governing board adopts, it can also change, add and/or remove elements of a proposal.</i>
<b>Approve</b>	Accept or reject a proposal without the possibility of making changes (the power to say yes or no) <i>E.g. Sections 86 and 89 – The teachers participate together with the principal in the development of a proposal to determine the time allotted for each school subject. The governing board approves or rejects the proposal. If rejected, a new proposal must be requested.</i>
<b>Give one's opinion</b>	Express one's ideas on a certain topic <i>E.g. Section 192-2° - The parents' committee gives its opinion on any</i>

*matter conducive to the most efficient operation possible of the school board.*

**Be consulted** Provide an opinion on a matter with the possibility of influencing the final decision

*E.g. Section 79 - The governing board must be consulted on the revocation or amendment to the school's deed of establishment.*

**Participate** Become involved in a conversation, activity or work group. Several people are involved

*E.g. Section 89 – The proposals are developed with the participation of the school members*

**Casting vote** The chair has a casting, or deciding vote when the vote is evenly divided. The chair is free to vote for or against the motion regardless of the way he or she voted previously.

**Table** Continue at a later date. An item on the agenda can be postponed for different reasons and addressed at another time.

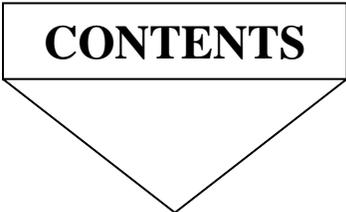
### **WEB SITES**

1. Ministère de l'Éducation, du Loisir et du Sport /  
*Ministry of Education, Leisure and Sports*  
<http://www.mels.gouv.qc.ca>
2. MELS Governing Boards Site  
[www.mels.gouv.qc.ca/conseils/ce\\_a/index.html](http://www.mels.gouv.qc.ca/conseils/ce_a/index.html)
3. Quebec English Schools Network  
<http://www.qesnrecit.qc.ca/index.html>
4. EPCA – English Parents' Committee Association - English Services  
<http://www.epcaquebec.org/>
5. FCPQ – Quebec Federation of Parents – French Services  
<http://www.fcpq.qc.ca/en/>
6. Learn Quebec  
[www.learnquebec.ca](http://www.learnquebec.ca)
7. Quebec English School Boards Association  
[www.qesba.qc.ca](http://www.qesba.qc.ca)
8. Quebec Federation of Home & School Associations  
<http://www.qfhsa.org/>
9. Quebec Education Act  
[http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/l\\_1\\_3\\_3/113\\_3\\_A.html](http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/l_1_3_3/113_3_A.html)
10. English Montreal School Board  
<http://www.emsb.qc.ca>
11. Lester B. Pearson School Board  
<http://www.lbpsb.qc.ca>
12. Riverside School Board  
<http://www.rsb.qc.ca>
13. Sir Wilfrid Laurier School Board  
<http://www.swlauriersb.qc.ca>

# **SECTION 1**

## **FUNCTIONS AND POWERS COMPOSITION**

### **CONTENTS**



- Functions and Powers
- Consultation by the School Board
- Composition
- Community Representatives
- Term of Office
- Vacancies

## WHAT IS A GOVERNING BOARD?

A governing board is a body established in each school according to the Education Act. It is composed of the principal, parents, teachers, representatives of both the non-teaching professionals and support staff, day care (elementary), students (cycle II high school), and community representatives who work in partnership to ensure that all students receive the best possible learning opportunities.

## WHAT ARE THE POWERS & FUNCTIONS OF THE GOVERNING BOARD?

The powers and functions of the governing board are related to four areas: general, educational services, community services and physical and financial resources. The following outlines the responsibilities in each area and identifies the related sections in the Education Act. See Section 2 of this manual for the text of the law.

### GENERAL FUNCTIONS AND POWERS

- analyses the school's situation and, based on the analysis and the school board's strategic plan, adopts the educational project and oversees its implementation and periodic evaluation (s. 74)
- approves the school's success plan and the Management & Educational Success Agreement (MESA), rules of conduct and safety measures (s. 75 and 76)
- approve the anti-bullying and anti-violence plan (s. 75.1)
- establishes the principles for determining the cost of documents in which students write, draw or cut out and approves a list of materials such as pencils, paper, etc. (s. 77.1)
- advises the school board on certain matters (s. 78 and 79)
- may pool goods and services or activities with other schools (s. 80)
- prepares and adopts an annual activity report and transmits a copy to the school board (s. 82)
- informs the community of the services provided by the school, makes public the educational project, the success plan and the Management & Educational Success Agreement (MESA) of the school, and distributes to parents and staff a document explaining the educational project and reporting on the evaluation of the implementation of the success plan and the Management & Educational Success Agreement (MESA) (s. 83)

### EDUCATIONAL SERVICES

- approves the approach for implementing the basic school regulation (s. 84)
- approves the approach for enriching and adapting Ministry programs and the development of local programs (s. 85)
- approves the time allocation for each subject and ensures that the compulsory objectives of the programs of studies will be achieved and that the rules governed by the certification of studies are complied with (s. 86)
- approves the schedule of educational activities which changes the students' regular schedule (s. 87)
- approves the approach to implementing student and special education services (s. 88)
- is consulted on the textbooks and instructional materials required for teaching programs (s. 96.15.3)

(See table on page 1.3)

### **COMMUNITY SERVICES**

- may organize educational services (outside teaching periods), social, cultural or sports activities (s. 90)
- may, in the name of the school board, contract with persons or organizations for goods and services (s. 91)
- may require a financial contribution from users of these goods and services (s. 91)

### **PHYSICAL AND FINANCIAL RESOURCES**

- approves the use of school premises and enters into agreements regarding their use (s. 93)
- may, in the name of the school board, solicit and receive voluntary contributions from persons or organizations to support school activities (s. 94)
- adopts the school's annual budget and submits it to the school board for approval (s. 95). See Section 6 for a description of the school's annual budget.
- is consulted by the principal regarding the school's needs for goods, services and repair/improvement of the premises (s. 96.22)

### **CONSULTATION BY THE SCHOOL BOARD (*Education Act, Sections 78-79*)**

In addition to the functions and powers outlined on the previous pages, the school board must consult the governing board on two items (section 79), namely:

- the amendment or revocation of the deed of establishment of the school, i.e., school closure, change of program, change of building, etc.  
(The deed of establishment, prepared by the School Board, includes the name and address of the school and the level(s) of instruction.)
- the selection criteria for the appointment of the principal  
(The governing board members are not involved in the appointment but must have the opportunity to submit a description of the characteristics, qualities and experience that they judge to be essential in an administrator for their school.)

The governing board also advises the school board on certain matters, namely:

- any matter the school board is required to submit to it
- any matter that may facilitate the operation of the school
- any matter that may improve the organization of services provided by the board

### **Anti-bullying and Anti-violence Plan WHAT IS THE ROLE OF THE GOVERNING BOARD?**

The responsibilities of the governing board are clearly identified in the education act under section 75.1 to section 75.3. (see section 2)

The core responsibility for the governing board is to;

- ensure that the action plan of the school is clear and legible
- if necessary the action plan be revised annually
- the progress of the action plan be evaluated
- the action plan results along with the action be shared with the community.

The governing board must also approve the action plan.

<b>SCHOOL GOVERNING BOARD FUNCTIONS AND POWERS</b>				
	<b>GOVERNING BOARD</b>	<b>PRINCIPAL</b>	<b>STAFF MEMBERS</b>	<b>SCHOOL BOARD</b>
<b>GENERAL TERMS</b>				
Educational project and success plan and the Management & Educational Success Agreement (MESA)	Adopts, oversees the implementation of and evaluates (s. 74) Informs the community (s. 83)	Coordinates the development, implementation and periodical evaluation (s. 96.13)	Participate (s. 74)	Facilitates its accomplishment (s. 218)
Student supervision policy	Approves (s. 75)	Ensures that they are prepared (s. 96.13) Proposes (ss. 75 and 76)	Participate (s. 77)	
Anti-bullying and anti-violence	Approve (s. 75.1)	Ensures that they are prepared (s. 96.13) Proposes (ss. 75 and 76)	Participate (s. 77)	
Rules of conduct and safety measures	Approves (s. 76)	Ensures that they are prepared (s. 96.13) Proposes (ss. 75 and 76)	Participate (s. 77)	
Governing board annual report	Prepares, adopts and transmits a copy to the school board (s. 82)			Prepares a report on the educational and cultural activities of its schools (s. 220)
Services provided by the school	Informs the community and reports on their level of quality (s. 83)			
Amendment or revocation of the deed of establishment	Is consulted (s. 79)			Consults & decides (ss. 40 & 217)
Selection criteria for the appointment of the principal	Is consulted (s. 79)			Consults & decides (ss. 79 & 96.8)
Matters pertaining to the proper operation of the school or to the improved organization of the service provided by the school board	Advises the school board (s. 78)			
Principles for determining the cost of the documents	Establishes (s.77.1)	Ensures that they are prepared (s. 96.13) Proposes (s. 77.1)		
List of objects required by students	Approves (s. 77.1)	Ensures that they are prepared (s. 96.13)		
GB parents may consult parents of children in the school on any matter relating to Educational Services	May consult (s. 89.1)			
<b>EDUCATIONAL SERVICES</b>				
Approach proposed for the implementation of the basic school regulation	Approves (s. 84)	Ensures that proposals are prepared (s. 96.13) Proposes (s. 84)	Participate(s. 89)	Ensures that the basic school regulation is implemented (s. 222)
Overall approach in terms of enrichment and adaptation of programs	Approves (s. 85)	Ensures proposals are prepared (s. 96.13) Proposes (s. 85)	Participate (s. 89)	Ensures that the programs are implemented (s. 222.1)
Time allocation for each subject	Approves (s. 85)	Ensures proposals are prepared (s. 96.13) Proposes (s. 85)	Participate (s. 89)	
Local programs of study	Is informed	Approves (s. 96.15)	Propose (s. 96.15)	
Criteria for the introduction of new instructional material	Is informed	Approves (s. 96.15)	Propose (s. 96.15)	
Textbooks and instructional material	Is consulted	Consults the governing board and approves (s. 96.15)	Propose (s. 96.15)	Ensures that only the approved textbooks and instructional materials are used by the school (s.230)
Standards and procedures for evaluation	Is informed	Approves (s. 96.15)	Proposes (s. 96.15)	Ensures that each school evaluates student achievement and administers the examinations imposed by the Minister (s. 231) May impose internal exams (s. 231)

<b>SCHOOL GOVERNING BOARD FUNCTIONS AND POWERS</b>				
	<b>GOVERNING BOARD</b>	<b>PRINCIPAL</b>	<b>STAFF MEMBERS</b>	<b>SCHOOL BOARD</b>
<b>EDUCATIONAL SERVICES (con't)</b>				
Rules governing the placement of students and their promotion from elementary to secondary and from cycle 1 to cycle 2 of secondary	Is informed	Approves (s. 96.15)	Proposes (s. 96.15)	Establishes rules governing promotion from elementary school to secondary school and from the 1st cycle to the 2nd cycle of the secondary level (s. 233)
Programming of educational activities which entail changes in the students' regular time and arrival and departure or which require the students to leave school premises	Approves (s. 87)	Ensures that proposals are prepared (s. 96.13) Proposes (s. 87)	Participates (s. 89)	
Implementation of the student services and special educational services programs	Approves (s. 88)	Ensures that proposals are prepared (s. 96.13) Proposes (s. 88)	Participates (s. 89)	Establishes the programs (s. 224)
Student enrollment criteria	Is informed (s. 239)			Sends to governing board 15 days before the beginning of the enrollment period (s. 239)
<b>MATERIAL AND FINANCIAL RESOURCES</b>				
Use of the premises	Approves (s.93)	Proposes (s. 93)		Authorizes if terms of agreement exceeds one year (s. 93)
Gifts and contributions	May solicit and receive a gift or contribution and supervises the management of this fund (s. 94)			Creates a designated fund, keeps separate books and accounts (s.94)
School's annual budget	Adopts (s. 95)	Prepares (s. 96.24)		Allocates resources among the school (s. 275) Approves the school's budget (s. 276)
Requirements of the school as regards goods and services, and premises	Is consulted (s. 96.22)	Consults with the governing board and informs the school board of the requirements (s. 96.22)		
Establish objectives and principals governing revenue distribution	Is Consulted (s. 275)			
<b>OTHERS</b>				
Extracurricular service	May organize (s. 90) May conclude a contract after having sent a draft of the contract to the school board (s. 91)			May indicate its disagreement (s. 91)
Noon hour supervision	Agrees with the school board on the manner in which supervision is ensured (s. 292)			Ensures noon hour supervision after having agreed upon the manner with the governing board and on such financial conditions as it may determine (s. 292)
School childcare services	May request (s. 256)			Must provide childcare (s. 256)
Establish procedures for examining complaints and before appointing a student ombudsman	Is consulted (s. 220.2)			

## THE COMPOSITION OF THE GOVERNING BOARD

### Establishment of Governing Boards in 1998 (Education Act, Sections 42-46)

The governing board is composed as follows:

- Parents: at least 4 who are not members of the school staff
- School staff: at least 4, including at least 2 teachers, at least 1 non-teaching professional and at least 1 support staff member, elected by their peers
- Day Care: 1 member of the day care staff
- Students: 2, cycle II secondary *Students have had the right to vote since December 18, 2001 (Bill 35)*
- 2 community representatives who are not members of the school staff appointed by the governing board (No vote)
- The maximum number is 20. The total number of seats available for staff representatives (teachers, school staff and day care staff) must be equal to the number of seats for parents. The school board determines the number of parent and staff representatives after consulting each group.

The possible combinations are:

Elementary with day care						
	Example 1	Example 2	Example 3	Example 4	Example 5	
Parents	5	6	7	8	9	
Teachers	2	3	4	5	6	
Other School Staff	2	2	2	2	2	
Day Care	1	1	1	1	1	
Community Reps.	2	2	2	2	2	
<b>Total Governing Board</b>	<b>12</b>	<b>14</b>	<b>16</b>	<b>18</b>	<b>20</b>	
Elementary without day care						
	Example 1	Example 2	Example 3	Example 4	Example 5	Example 6
Parents	4	5	6	7	8	9
Teachers	2	3	4	5	6	7
Other School Staff	2	2	2	2	2	2
Community Reps.	2	2	2	2	2	2
<b>Total Governing Board</b>	<b>10</b>	<b>12</b>	<b>14</b>	<b>16</b>	<b>18</b>	<b>20</b>
High School with Cycle I						
	Example 1	Example 2	Example 3	Example 4	Example 5	Example 6
Parents	4	5	6	7	8	9
Teachers	2	3	4	5	6	7
Other School Staff	2	2	2	2	2	2
Students	0	0	0	0	0	0
Community Reps.	2	2	2	2	2	2
<b>Total Governing Board</b>	<b>10</b>	<b>12</b>	<b>14</b>	<b>16</b>	<b>18</b>	<b>20</b>
High School with Cycle II						
	Example 1	Example 2	Example 3	Example 4	Example 5	Example 6
Parents	4	5	6	7	8	9
Teachers	2	3	4	5	6	7
Other School Staff	2	2	2	2	2	2
Students	2	2	2	2	2	2
Community Reps.	2	2	2	2	2	2
<b>Total Governing Board</b>	<b>12</b>	<b>14</b>	<b>16</b>	<b>18</b>	<b>20</b>	<b>22</b>

- When there are fewer than 60 students enrolled in a school, the school board may vary the composition after consultation with the parents and school staff. The rule of equality in the number of seats for parents and staff must still be respected.
- A commissioner cannot be a member, however, when carrying out a mandate entrusted by the council of commissioners on the proposal by the chair, a commissioner may take part in the meeting. (No vote) (EA, S. 45 and 176.1)
- The principal takes part in the meetings. (No vote)

### **CHANGE IN COMPOSITION**

After consultations were completed by the School Board, the Council of Commissioners passed a resolution approving the compositions of the governing boards for all schools. Those numbers remain in effect until a formal request from the Governing Board is made to the School Board with an explanation. (Resolution #99-06-23-7)

This request should be done during the month of May or June, so that the School Board can pass a resolution in June or August implementing the new composition of the Governing Board in September.

Included with the request, a letter signed by the Governing Board Chair and the school principal with an extract from the minutes of the resolution, letters from all groups involved (teachers, support staff and daycare) agreeing or disagreeing to the changes.

**An example of a request can be found in appendix A (page 1.7)**

### **THE COMMUNITY REPRESENTATIVES**

At its first meeting, the governing board must consider the appointment of two community representatives. "Community" is defined as pertaining to the school and the school's interests. Having community representatives on a governing board allows for a closer connection to and a sense of affiliation with organizations that are linked to the school.

A community representative could be from any local organization that has common interests or objectives, e.g., the CLSC, a local library, the municipality, etc.

### **TERM OF OFFICE**

Parents: two years except for the first year a governing board is established when half the parents elected serve one year.

Other members: one year

The members of the governing board remain in office until they are re-elected, re-appointed or replaced.

### **Vacancies (s. 55)**

If a parent representative leaves the governing board before completing his or her mandate, the other parent representatives on the governing board appoint a parent to fill the vacancy and complete the mandate.

*It is recommended that the departing parent representative notify the governing board chair in writing.*

A parent representative whose child no longer attends the school may remain a member of the governing board until the next general assembly held before September 30 of the new school year.

A vacancy of any other member of the governing board is filled for the rest of the term according to the procedure for the appointment of the member.

**What is the proper procedure for filling a parents' representative's vacancy?**

**When a vacancy arises from the departure or disqualification of a parents' representative during the year or at the end of the first year of a two-year mandate, the governing board parents' representatives fill the vacancy by designating a replacement parent from its school community to complete the term according to Article 55 of the Education Act.** Article 55, does not foresee that an election is to be held for the unexpired portion of the term, whenever it occurs. The Education Act is specific and the law must be respected.

Date:

**APPENDIX A**

TO:

Communications Consultant

Subject: ;

Change in Composition

---

School currently has the following Governing Board voting Composition:

7 Parents  
4 Teachers  
2 Other staff  
1 Daycare  
2 Community

There has been much difficulty in the last few years attracting interested parents to participate on the Governing Board and in obtaining quorum at several meetings. We view the functioning of an active Governing Board as an important feature of our school's environment and would not like to have the requirement for 7 parents prevent us from establishing the Governing Board in the future or cause quorum problems. With this in mind, the 2006-2007 Governing Board has been discussing the possibility of reducing the number of parents required from 7 to 5 in the hope that this number will make attaining sufficient Governing Board numbers easier. All members participating on this year's Governing Board were in agreement that this course of action made sense.

A resolution was proposed and voted on at the November 21, 2006 meeting of the Governing Board and it was agreed that the number for the Governing Board should be changed to:

5 Parents  
3 Teachers  
1 Other staff  
1 Daycare  
2 Community

Attached to this letter is an excerpt from the November 21, 2006 minutes which includes this resolution.

Please proceed with putting this into effect for September 2007

Sincerely,

Chairperson  
Governing Board (

Principal

EXTRACT FROM THE MINUTES OF THE MEETING OF  
GOVERNING BOARD HELD ON TUESDAY, NOVEMBER 21, 2006 AT 7:30 P.M.  
AT

APPENDIX A

4. Business arising from the Minutes

4.6 Governing Board - Restructure

Due to the difficulty we had this year in organizing a GB as well as the declining population at our school, proposed reducing the number of GB representatives, effective with the 2007-2008. Note that a GB cannot have less than 10 members.

After much discussion, the GB structure will reduce from 16 to 12 members, effective with the 2007-2008, as follows;

5 parents  
3 teachers  
1 other  
1 Day Care  
2 community

Motion to adopt the restructure of the GB from 16 to 12 members, effective September 2007.

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_ and approved unanimously.

CERTIFIED that the foregoing is a true and correct extract from the Minutes of a meeting of the GOVERNING BOARD held on November 21, 2006.

Chairperson  
2007-02-20

Secretary

Communications Consultant  
Office of the Deputy Director General  
English Montreal School Board  
6000 Avenue Fielding  
Montreal, QC H3X 1T4

Dear

- 1) Teaching Staff has been consulted and are in agreement, regarding reducing reps from 4 to 3
- 2) All "other" staff has been consulted and are in agreement regarding reducing reps from 2 to 1
- 3) We have never been able to fill the seat reserved for the professional staff for the last 2 years.

Sincerely,

Principal

# **SECTION 1.1**

## **Youth Sector – PRESCHOOL & ELEMENTARY LEVEL**

### **CHILDCARE SERVICES THE MELS PROGRAM (7\$/day)**

#### **CONTENTS**

- Definition of School Daycare Services
- Objectives of childcare services
- General Organizational Structure
  - Access to Services
  - Staffing Childcare Services
  - Health & Safety Protocols
  - Registration & Attendance Cards for Children
- Responsibilities of the MELS, the School Board, the Governing Board and the Childcare Parents' Committee, the School Principal, School Daycare
- Excerpts from the Quebec Education Act

## DEFINITION OF SCHOOL DAYCARE SERVICES

The regulation respecting childcare services defines daycare services as;

All childcare services provided at the school shall ensure care to children at the preschool and elementary level of a school board, outside the periods where educational services are provided to them.

School daycare services complement the education services provided by the school and in order to ensure its continuity in its education mission, planning for daycare services is an integral part of the school's educational project.

O.C. 1316-98, s. 1.

## OBJECTIVES OF CHILDCARE SERVICES

The following are objectives pursued by any childcare services provided at any school:

- look after the children's well-being and pursue, within the scope of the school's educational project, the global development of children through activities taking into account their interests and needs, complementing the school's educational services;
- provide support to children's families, particularly by offering to those who wish, an adequate place and, where possible, the necessary support to allow them to do their homework after class;
- provide health and safety to children in keeping with the rules of conduct and safety measures approved by the governing board of the school (EA Sec. 76)

## GENERAL ORGANIZATIONAL STRUCTURE

Childcare services shall be offered every day of the school year devoted to educational services, but outside the periods devoted to those services, in the manner, such as the schedule, agreed with the school board and the governing board in accordance with section 256 of the Education Act (R.S.Q., c. I-13.3).

### Child Care Hours

- Held outside teaching hours, divided in 3 Sessions:
  - Session 1: Morning or before school (if applicable);
  - Session 2: Lunch break;
  - Session 3: After school.
- May be held on:
  - Pedagogical days;
  - Holidays.

Since the school calendar covers a minimum of 180 days, daycare services must be provided during at least these 180 days.

Daycares do not provide services during class hours, but the school board and the governing board may agree to offer services outside of teaching hours: in the morning before school, if applicable; during lunch break and in the afternoon after school. These services may also be offered on pedagogical days and holidays, during spring break and at any other time that a need is expressed, provided that the services remain self-financing.

During registration of a child in the childcare service of a school, the principal shall ensure that the child's parent receives a document in which the rules of operation of the service are clearly established, particularly those related to the days and hours the service is open and to the costs and terms of payment.

### MELS Funding for School Daycare Services (2013-2014 school year)

- Grant Opening a Daycare \$5,000
- \$94 per Child, Snack Program under MELS Regulations

- \$2,253 Regular Coded Child 33 and 34
- \$4,182 Regular Coded Special Codes 14, 23, 24, 36, 42, 44, 50, 53, 99
- \$1,771 Coded Sporadic Child Codes 14,23, 24, 36, 42, 44, 50, 53, 99
- \$820 per regular student
- Pedagogical Days , \$16.27 per Child

### STAFFING CHILDCARE SERVICES

#### **Daycare Technician** (daycare responsible)

Hold a diploma of College Studies in Early Childhood Education or a diploma or an attestation of studies recognized as equivalent by the competent authority.

#### **Childcare Educator**

Hold a Secondary V Diploma and hold the Certificate of professional studies in child care or hold a diploma equivalent recognized by the competent authority, and have one (1) year of relevant experience. All daycare educators who have acquired less than 900 hours as Daycare Educator by April 27, 2011, and do not have the recognized educational equivalencies, must undergo 390 hours of the program and a 45 hour stage to obtain an AEP/STC Diploma.

#### **Other requirements:**

Childcare staff members (technician and educator) must hold a document, dating back not more than 3 years, attesting that the person has successfully completed:

- a general **first aid course lasting at least 8 hours**; or
- a **refresher course lasting at least 6 hours** intended to update the knowledge acquired in the course mentioned in paragraph 1.

Annually professional development workshops are provided to technicians and educators.

### HEALTH & SAFETY PROTOCOLS

The number of children per staff member in a childcare service provided at school shall not exceed 20 children present.

If only one childcare staff member is present in a childcare service, the principal shall ensure that someone is available to replace that member if he/she is obliged to leave due to an emergency.

If an illness or a serious accident occurs, a childcare staff member shall immediately call for medical assistance, in particular, by contacting a physician or by going to the nearest medical emergency service.

As soon as possible, the person shall notify the parent of the child or any other person the parent has designated on the registration card.

The childcare provider shall lock medication, toxic and household cleaning products and any other products deemed hazardous in a storage area intended specifically for that purpose, out of reach of children and away from food.

The childcare provider shall post near the telephone a list of the following telephone numbers:

- a physician;
- the nearest hospital;
- the local community service centre (CLSC) in the territory;
- the Centre anti-poison du Québec;
- the ambulance service; and
- the Info-Santé service.

Close to the telephone must also be kept:

- a list of the telephone numbers of the regular staff members and their replacements, if any; and
- a list of the telephone numbers of the parent of each child and those, according to the registration cards, of other persons to contact in case of emergency.

During outings outside the premises of the childcare service, the principal shall take particular measures to ensure the safety of children, in compliance with the rules of conduct and safety measures approved by the governing board, in accordance with section 76 of the Education Act (R.S.Q., c. I-13.3).

The principal shall ensure that the premises, equipment, furnishings and playthings used by the childcare service are in good condition.

The principal shall ensure that childcare staff members have a first-aid kit that is kept out of reach of children.

Childcare staff members shall ensure that each child leaves the centre with his/her parent or any other person authorized to pick up the child, unless the parent has agreed, in writing, to allow the child to return home by themselves.

### **REGISTRATION & ATTENDANCE CARDS FOR CHILDREN**

The principal shall ensure that a registration card of each child attending childcare services is kept and put at the disposal of childcare staff members at all times.

A childcare provider shall keep and update daily an attendance card for each child that they receive.

A childcare provider shall give written or verbal communication of those cards, or facilitate the access thereof, to a parent who requests it.

The registration card shall contain the following information:

- (1) the name, address and telephone number of the child;
- (2) the name, address and telephone number of the parent, and that of a person authorized to pick up the child and those of another person to contact in case of emergency;
- (3) the name of the child's teacher and his grade;
- (4) the date of admission of the child and the periods of attendance planned per week; and
- (5) data respecting the health and feeding of the child that may require special care and, where applicable, the name, address and telephone number of the physician and of the establishment where the child generally receives care.

The attendance card of each child shall contain the following information:

- (1) the name of each child;
- (2) the child's periods of attendance planned per week; and
- (3) the child's dates and hours of attendance.

### **RESPONSIBILITIES**

#### **Ministère de l'Éducation**

- analyzing proposals from schools for the establishment or renewal of daycare services and determining allowances to which they are entitled;
- Ensuring that school boards have the information they need to organize a daycare and disseminate all relevant information in the region.
- must ensure that daycare services are made available in compliance with the Education Act and the Regulation respecting childcare services provided at school, and they conform to the budgetary rules in force.

### **School Board**

- Acting through the daycare services coordinator, monitors the organization and maintenance of school daycare services.
- Offers support to principals with respect to the quality and enhancement of daycare services and follows up on requests from governing boards and daycare parent's committees.
- Hire personnel as required to ensure compliance with the maximum ratio of one adult for every 20 children.

### **Governing Board**

- Requesting that the school board provide students at the school with daycare services
- Ensure that there is sufficient space provided for the number of children
- Setting up, if deemed appropriate a Parent's Committee
- Responding to parent's requests
- Approving the rules of conduct and the safety measures proposed by the school principal
- Advising the school board concerning any matter likely to improve the organization of the services it provides
- Informing the community of the services provided by the school

The governing board may form a childcare parents' committee made up of the childcare provider and of 3 to 5 parents elected by and among the parents of children attending childcare.

The committee may make any representation or recommendation to the principal, governing board or school board on all aspects of the life of children in childcare, in particular the governing board's obligation to inform the community served by the school of the services it offers and to give an account of their quality.

### **The School-Principal**

- Principals have the primary responsibility of the daycare services offered at their daycares
- Principals must ensure the quality of services provided, see to it that activities are carried out according to plan, coordinate, overall the daycare's human, material and financial resources, and see that staff are integrated into school life.
- Additional responsibilities are set out in the Regulation respecting childcare services provided at school (i.e., safety, first-aid training, attendance sheets.)

### **School Daycare**

- to ensure at all times the well-being and safety of the children in their care
- to take part in the planning and preparation of activities, projects and educational and recreational outings
- to ensure that the daycare day runs smoothly and efficiently (reception, roll call, activities, meals, schoolwork, etc.)
- to ensure that materials and facilities are clean and well-maintained
- to provide educational intervention
- to lead activities
- to communicate with parents
- to take part in daycare meetings
- to take part in the individualized education plans of students with handicaps or behavioral difficulties

***For further information on childcare services please contact the School Organization – Education Division I at: 514-483-7200 ext. 7219 or 7518***

## **EXCERPTS FROM THE QUEBEC EDUCATION ACT**

### DIVISION II GOVERNING BOARD

#### § 1. — *Composition*

42. A governing board shall be established for each school.

The governing board, which shall have not more than 20 members, shall include the following persons:

(4) in the case of a school where childcare is organized for children at the preschool and elementary school level, a member of the staff assigned to childcare, elected by his or her peers;

1988, c. 84, s. 42; 1990, c. 8, s. 6; 1990, c. 78, s. 54; 1997, c. 96, s. 13; 2001, c. 46, s. 1.

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

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

78. The governing board shall advise the school board concerning

(3) any matter likely to improve the organization of the services provided by the school board.

1988, c. 84, s. 78; 1990, c. 78, s. 33; 1997, c. 96, s. 13.

83. Each year, the governing board shall inform the parents and the community served by the school of the services provided by the school and report on the level of quality of such services.

93. The governing board is responsible for approving the use of the premises or immovables placed at the disposal of the school, proposed by the principal, subject to the obligations imposed by law for the use of the school premises for election purposes and to agreements for the use of school premises entered into by the school board before the issue of the deed of establishment of the school.

Any agreement entered into by the governing board for the use of the premises or immovables placed at the disposal of the school requires prior authorization from the school board if the term of the agreement exceeds one year.

The governing board is responsible for approving the organization by the school board, on the school premises, of cultural, social, sports, scientific or community services.

1988, c. 84, s. 93; 1990, c. 78, s. 54; 1997, c. 96, s. 13.

95. The governing board is responsible for adopting the school's annual budget proposed by the principal, and shall submit the budget to the school board for approval.

1988, c. 84, s. 95; 1997, c. 47, s. 1; 1997, c. 96, s. 13

### CHAPTER V SCHOOL BOARDS

#### DIVISION I FUNCTIONS AND POWERS OF THE SCHOOL BOARD

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.

1988, c. 84, s. 256; 1989, c. 59, s. 28; 1996, c. 16, s. 66; 1997, c. 58, s. 49; 1997, c. 96, s. 91.

### CHAPTER VII THE GOVERNMENT AND THE MINISTER OF EDUCATION, RECREATION AND SPORTS

#### DIVISION I REGULATIONS

454.1. The Government may by regulation, prescribe standards for the provision of childcare at school.

The regulation may also deal with the nature and objectives of and the general organizational framework for childcare provided at school.

1997, c. 58, s. 51; 1997, c. 96, s. 132.

## Section 2

# THE EDUCATION ACT

## CONTENTS

- Excerpts Pertaining to Governing Boards
- Excerpts Pertaining to Parent Participation Organization
  - Excerpts Pertaining to Regional/ Central Parents' Committee

## GOVERNING BOARDS

### CHAPTER III SCHOOLS DIVISION I ESTABLISHMENT

**36.** A school is an educational institution whose object is to provide to the persons entitled thereto under section 1 the educational services provided for by this Act and prescribed by the basic school regulation established by the Government under section 447 and to contribute to the social and cultural development of the community. A school shall, in particular, facilitate the spiritual development of students so as to promote self-fulfilment.

In keeping with the principle of equality of opportunity, the mission of a school is to impart knowledge to students, foster their social development and give them qualifications, while enabling them to undertake and achieve success in a course of study.

A school shall pursue its mission within the framework of an educational project implemented by means of a success plan.

1988, c. 84, s. 36; 1990, c. 78, s. 54; 1997, c. 96, s. 13; 2000, c. 24, s. 19; 2002, c. 63, s. 2.

**36.1.** The educational project shall be defined, implemented and periodically evaluated with the participation of the students, the parents, the principal, the teachers and other school staff members, representatives of the community and the school board.

2002, c. 63, s. 3.

**37.** A school's educational project shall set out the specific aims and objectives of the school, and objectives for improving student success. It may include actions to promote those aims and objectives and integrate them into the life of the school.

The aims and objectives of the project objectives shall be designed to ensure that the provincial educational policy defined by law, the basic school regulation and the programs of studies established by the Minister are implemented, adapted and enriched.

The educational project of the school must respect the freedom of conscience and of religion of the students, the parents and the school staff.

1988, c. 84, s. 37; 1997, c. 96, s. 13; 2000, c. 24, s. 20; 2002, c. 63, s. 4.

**37.1.** The success plan of a school shall reflect the strategic plan of the school board and comprise

(1) the measures to be taken based on the aims and objectives of the educational project, in particular, those relating to the supervision of students;

(2) methods for evaluating the implementation of the success plan.

The success plan shall be reviewed each year and updated, if necessary.

2002, c. 63, s. 5; 2008, c. 29, s. 1.

**38.** At the request of the school board, a school shall provide a general education program to students enrolled in a vocational training program provided by a vocational training centre or by an enterprise that meets the conditions determined by the Minister in a regulation under paragraph 7 of section 111 of the Act respecting private education (chapter E-9.1).

1988, c. 84, s. 38; 1997, c. 96, s. 13.

**39.** Schools shall be established by the school board.

The deed of establishment shall state the name and address of the school, indicate the premises or immovables placed at the school's disposal and specify the level of instruction the school is to provide. It shall also state the cycle or, exceptionally, the part of cycle of the level of instruction concerned and specify if the school provides preschool education.

1988, c. 84, s. 39; 1997, c. 96, s. 13; 2006, c. 51, s. 88.

**40.** A school board may, after consulting with the governing board or at its request, amend or revoke the deed of establishment of a school in keeping with the three-year plan of allocation and destination of the school board immovables.

1988, c. 84, s. 40; 1990, c. 78, s. 54; 1997, c. 96, s. 13.

**41.** Where the deed of establishment of the school places more than one immovable at the disposal of the school, the school board, after consulting with the principal, may appoint a person to be responsible for each immovable and determine that person's functions.

The persons appointed shall perform their functions under the authority of the principal.

1988, c. 84, s. 41; 1997, c. 96, s. 13.

## **DIVISION II GOVERNING BOARD**

### **§ 1. — *Composition***

**42.** A governing board shall be established for each school.

The governing board, which shall have not more than 20 members, shall include the following persons:

(1) at least four parents of students attending the school who are not members of the school staff, elected by their peers;

(2) at least four members of the school staff, including at least two teachers and, if the persons concerned so decide, at least one non-teaching staff member and at least one support staff member, elected by their peers;

(3) in the case of a school providing education to students in the second cycle of the secondary level, two students in that cycle elected by the students enrolled at the secondary level or, as the case may be, appointed by the students' committee or the association representing those students;

(4) in the case of a school where childcare is organized for children at the preschool and elementary school level, a member of the staff assigned to childcare, elected by his or her peers;

(5) two representatives of the community who are not members of the school staff, appointed by the members elected under subparagraphs 1 to 4.

The community representatives on the governing board are not entitled to vote.

1988, c. 84, s. 42; 1990, c. 8, s. 6; 1990, c. 78, s. 54; 1997, c. 96, s. 13; 2001, c. 46, s. 1.

**43.** The school board shall determine the number of parents' representatives and staff representatives on the governing board after consulting with each group concerned.

The total number of seats for staff representatives referred to in subparagraphs 2 and 4 of the second paragraph of section 42 must be equal to the number of seats for parents' representatives.

1988, c. 84, s. 43; 1990, c. 78, s. 54; 1997, c. 96, s. 13.

**44.** Where fewer than 60 students are enrolled in a school, the school board may, after consulting with the parents of the students attending the school and with the school staff, vary the rules governing the composition of the governing board provided in the second paragraph of section 42.

However, the total number of seats for staff representatives must be equal to the total number of seats for parents' representatives.

1988, c. 84, s. 44; 1997, c. 96, s. 13.

**45.** Commissioners elected or appointed pursuant to the Act respecting school elections (chapter E-2.3) cannot be members of the governing board of a school under the authority of the school board.

However, when carrying out a mandate under paragraph 4 of section 176.1, a commissioner may take part in meetings of the governing board but is not entitled to vote.

1988, c. 84, s. 45; 1997, c. 96, s. 13; 2008, c. 29, s. 2.

**46.** The principal of the school shall take part in the meetings of the governing board but is not entitled to vote.

1988, c. 84, s. 46; 1997, c. 96, s. 13.

### **§ 2. — *Formation***

**47.** Each year during the period beginning on the first day of the school year and ending on the last day of September, the chair of the governing board or, if there is none, the principal shall, by written notice, call a meeting of the parents of the students who attend the school to elect parents' representatives to the governing board. The notice shall be sent at least four days before the meeting is to be held.

At the meeting, the parents shall elect a representative to the parents' committee established under section 189 from among their representatives on the governing board.

At the meeting, a second parents' representative on the governing board may be designated as a substitute to attend and vote at meetings of the parents' committee when the representative elected for that purpose is unable to do so.

1988, c. 84, s. 47; 1990, c. 78, s. 31; 1997, c. 96, s. 13; 2008, c. 29, s. 3.

**48.** During the month of September each year, the teachers of the school shall hold a meeting to elect their representatives to the governing board according to the procedure set out in their collective agreement or, failing that, according to the procedure determined by the principal after consulting with the teachers.

1988, c. 84, s. 48; 1990, c. 78, s. 54; 1997, c. 96, s. 13.

**49.** During the month of September each year, the members of the non-teaching professional staff who provide services to the students of the school shall hold a meeting to elect their representatives to the governing board according to the procedure set out in the collective agreement of the non-teaching professional staff or, failing that, according to the procedure determined by the principal after consulting with the persons concerned.

1988, c. 84, s. 49; 1997, c. 96, s. 13.

**50.** During the month of September each year, the members of the support staff who provide services at the school and the members of the school staff who provide childcare for children at the preschool and elementary school level, if any, shall hold meetings to elect their representatives to the governing board according to the procedure set out in the collective agreement of the support staff or, failing that, according to the procedure determined by the principal after consulting with the persons concerned.

1988, c. 84, s. 50; 1997, c. 96, s. 13.

**51.** During the month of September each year, the students' committee or the association representing the students, if any, shall appoint students' representatives to the governing board.

Failing that, the principal shall preside over the election of students' representatives to the governing board in accordance with the rules established by the principal after consulting with the students enrolled at the secondary level.

1988, c. 84, s. 51; 1997, c. 96, s. 13.

**52.** Where the meeting of parents called pursuant to section 47 fails to elect the required number of parents' representatives, the principal shall exercise the functions and powers of the governing board.

The fact that the representatives of any other group fall short of the required number shall not prevent the formation of the governing board.

1988, c. 84, s. 52; 1997, c. 96, s. 13.

**53.** The members of the governing board shall take office as soon as all members to be elected under subparagraphs 1 to 4 of the second paragraph of section 42 have been elected or not later than 30 September, whichever occurs first.

1988, c. 84, s. 53; 1990, c. 78, s. 32; 1997, c. 96, s. 13; 2001, c. 46, s. 2.

**54.** The term of office of parents' representatives on the governing board is two years and the term of office of the representatives of other groups is one year.

However, the term of office of half of the first parents' representatives, elected by the meeting of parents, is one year.

The members of the governing board shall remain in office until they are reelected, reappointed or replaced.

1988, c. 84, s. 54; 1990, c. 78, s. 54; 1997, c. 96, s. 13.

**55.** A parents' representative whose child no longer attends the school may remain a member of the governing board until the next meeting held pursuant to section 47.

A vacancy resulting from the departure of a parents' representative shall be filled, for the unexpired portion of the representative's term, by a parent designated by the other parents' representatives on the governing board.

A vacancy resulting from the departure or disqualification of any other member of the governing board is filled, for the unexpired portion of the term, according to the mode of appointment prescribed for the member to be replaced.

1988, c. 84, s. 55; 1990, c. 8, s. 7; 1997, c. 96, s. 13.

### § 3. — *Operation*

**56.** The governing board shall choose its chair from among the parents' representatives on the governing board who are not members of the personnel of the school board.

1988, c. 84, s. 56; 1997, c. 96, s. 13.

**57.** The principal shall preside over the governing board until the chair is elected.

1988, c. 84, s. 57; 1997, c. 96, s. 13.

**58.** The term of office of the chair is one year.

1988, c. 84, s. 58; 1997, c. 96, s. 13.

**59.** The chair of the governing board shall preside at meetings of the governing board.

1988, c. 84, s. 59; 1997, c. 96, s. 13.

**60.** If the chair is absent or unable to act, the governing board shall designate a person from among the members who are eligible for the office of chair to exercise the functions and powers of the chair.

1988, c. 84, s. 60; 1990, c. 8, s. 8; 1997, c. 96, s. 13.

**60.1.** *(Replaced).*

1990, c. 8, s. 8; 1997, c. 96, s. 13.

**61.** A majority of the members of the governing board who are in office, including at least half of the parents' representatives, is a quorum of the governing board.

1988, c. 84, s. 61; 1997, c. 96, s. 13.

**62.** If the governing board is unable to hold a meeting for lack of a quorum after three consecutive notices have been sent at intervals of at least seven days, the school board may order that the functions and powers of the governing board be suspended for the period determined by the school board and that they be exercised by the principal.

1988, c. 84, s. 62; 1990, c. 78, s. 54; 1997, c. 96, s. 13.

**63.** The decisions of the governing board are made by a majority vote of the members present and entitled to vote.

If votes are equally divided, the chair has a casting vote.

1988, c. 84, s. 63; 1997, c. 96, s. 13.

**64.** Every decision of the governing board must be made in the best interests of the students.

1988, c. 84, s. 64; 1997, c. 96, s. 13.

**65.** The governing board may hold its meetings on the school premises.

The governing board may also use the school's administrative support services and facilities free of charge, subject to the conditions determined by the principal.

1988, c. 84, s. 65; 1997, c. 96, s. 13.

**66.** The governing board shall adopt and oversee the administration of its annual operating budget and render an account thereof to the school board.

The budget must maintain a balance between expenditures, on the one hand, and the financial resources allocated to the governing board by the school board, on the other.

1988, c. 84, s. 66; 1997, c. 96, s. 13.

**67.** The governing board shall establish rules for its internal management. The rules shall provide for at least five meetings every school year.

The governing board shall fix the date, time and place of its meetings, and inform the parents and the members of the school staff.

1988, c. 84, s. 67; 1997, c. 96, s. 13.

**68.** The meetings of the governing board are open to the public; however the governing board may order that a meeting be closed to the public if a matter is to be examined which could cause injury to a person.

1988, c. 84, s. 68; 1997, c. 96, s. 13.

**69.** The minutes of the proceedings of the governing board shall be recorded in a register kept for that purpose by the principal or by a person specially designated by the principal. The register is open to the public.

The minutes, after being read and approved at the beginning of the following meeting, shall be signed by the person presiding over the meeting and countersigned by the principal or by the person designated by the principal under the first paragraph.

The reading of the minutes is not required provided that a copy of the minutes was delivered to each member present at least six hours before the beginning of the meeting at which the minutes are to be approved.

A copy of an extract from the register may be obtained on payment of a reasonable fee fixed by the governing board.

1988, c. 84, s. 69; 1997, c. 96, s. 13.

**70.** Every member of the governing board who has a direct or indirect interest in an enterprise that places the member's personal interest in conflict with the interest of the school must, on pain of forfeiture of office, disclose the interest in writing to the principal, abstain from voting on any matter concerning the enterprise

and avoid influencing the decision relating to it. The member must, in addition, withdraw from a meeting while the matter is discussed or voted on.

A disclosure under the first paragraph must be made at the first meeting of the governing board

- (1) after a person having such an interest becomes a member of the governing board;
- (2) after a member of the board acquires such an interest;
- (3) during which the matter is dealt with.

1988, c. 84, s. 70; 1990, c. 78, s. 54; 1997, c. 96, s. 13.

**71.** The members of the governing board must act within the scope of the functions and powers conferred on them, and exercise the care, prudence and diligence that a reasonable person would exercise in similar circumstances; they must also act with honesty and loyalty and in the interest of the school, the students, the parents, the school staff and the community.

1988, c. 84, s. 71; 1997, c. 96, s. 13.

**72.** The members of a governing board may not be prosecuted for an act performed in good faith in the exercise of governing board functions.

1988, c. 84, s. 72; 1997, c. 96, s. 13.

**73.** The school board shall assume the defence of any member of the governing board who is prosecuted by a third person for an act done in the exercise of governing board functions.

In the case of penal or criminal proceedings, the school board may require a member who has been prosecuted to repay the defence expenses, except if the member had reasonable grounds to believe that the act was in conformity with the law, if the proceedings were withdrawn or dismissed or if the member was discharged or acquitted.

As well, the school board may require repayment of the defence expenses by the member if the member was found liable for damage caused by an act done in bad faith in the exercise of governing board functions.

1988, c. 84, s. 73; 1997, c. 96, s. 13.

#### § 4. — *Functions and powers*

##### 1. GENERAL FUNCTIONS AND POWERS

**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 strategic plan of the school board, the governing board shall adopt, oversee the implementation of and periodically evaluate the school's educational project.

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

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

1988, c. 84, s. 74; 1997, c. 96, s. 13; 2002, c. 63, s. 6; 2008, c. 29, s. 4.

**75.** The governing board is responsible for approving the school's success plan, and any updated version of the plan, proposed by the principal.

1988, c. 84, s. 75; 1997, c. 96, s. 13; 2002, c. 63, s. 7.

**75.1.** The governing board is responsible for approving the anti-bullying and anti-violence plan, and any updated version of the plan, proposed by the principal.

The main purpose of the plan must be to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member.

In addition to any elements the Minister may prescribe by regulation, the plan must include

- (1) an analysis of the situation prevailing at the school with respect to bullying and violence;
- (2) prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic;
- (3) measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment;

(4) procedures for reporting, or registering a complaint concerning, an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes;

(5) the actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence;

(6) measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence;

(7) supervisory or support measures for any student who is a victim of bullying or violence, for witnesses and for the perpetrator;

(8) specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature; and

(9) the required follow-up on any report or complaint concerning an act of bullying or violence.

A document explaining the anti-bullying and anti-violence plan must be distributed to the parents. The governing board shall see to it that the wording of the document is clear and accessible.

The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary.

2012, c. 19, s. 4.

**75.2.** The anti-bullying and anti-violence plan must specify the form and nature of the undertakings to be given by the principal to a student who is a victim of bullying or violence and to his or her parents.

It must also prescribe what action must be taken by the principal to deal with the perpetrator and his or her parents, and specify the form and nature of the undertakings they must give in order to prevent any further act of bullying or violence.

2012, c. 19, s. 4.

**75.3.** Every school staff member shall collaborate in implementing the anti-bullying and anti-violence plan and shall see to it that no student in the school is a victim of bullying or violence.

2012, c. 19, s. 4.

**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.

1988, c. 84, s. 76; 1990, c. 78, s. 54; 1997, c. 96, s. 13; 2012, c. 19, s. 5.

**77.** The plans, rules and measures provided for in sections 75 to 76 shall be developed in collaboration with the school staff.

The collaboration procedure shall be established by the persons concerned at general meetings called for that purpose by the principal or, failing that, shall be determined by the principal.

1988, c. 84, s. 77; 1997, c. 96, s. 13; 2012, c. 19, s. 6.

**77.1.** Based on the principal's proposal, the governing board shall establish the principles for determining the cost of the documents mentioned in the second paragraph of section 7. Those principles are taken into account when the choice of textbooks and instructional materials must be approved under subparagraph 3 of the first paragraph of section 96.15.

The governing board shall also approve, on the principal's proposal, a list of the objects mentioned in the third paragraph of section 7.

The principles are established and the list is approved, taking into consideration the school board's policy adopted under section 212.1 and the other financial contributions that may be claimed for services referred to in sections 256 and 292.

2005, c. 16, s. 6.

**78.** The governing board shall advise the school board concerning

- (1) any matter the school board is required to submit to the governing board;
- (2) any matter likely to facilitate the operation of the school;
- (3) any matter likely to improve the organization of the services provided by the school board.

1988, c. 84, s. 78; 1990, c. 78, s. 33; 1997, c. 96, s. 13.

**79.** The school board must consult with the governing board concerning

- (1) the amendment or revocation of the deed of establishment of the school;
- (2) the selection criteria for the appointment of the principal;
- (3) (*paragraph repealed*).

1988, c. 84, s. 79; 1997, c. 96, s. 13; 2000, c. 24, s. 21.

**80.** The governing board may, within the scope of its powers, enter into an agreement with another educational institution of the school board concerning the pooling of goods and services or the holding of joint activities.

1988, c. 84, s. 80; 1990, c. 78, s. 34, s. 54; 1997, c. 58, s. 47; 1997, c. 96, s. 13.

**81.** The governing board shall furnish to the school board, on the date and in the form specified by the school board, any information required by the school board for the exercise of its functions.

1988, c. 84, s. 81; 1997, c. 96, s. 13.

**82.** The governing board shall prepare and adopt an annual activity report and shall transmit a copy of the report to the school board.

1988, c. 84, s. 82; 1997, c. 96, s. 13.

**83.** Each year, the governing board shall inform the parents and the community served by the school of the services provided by the school and report on the level of quality of such services.

The governing board shall make public the educational project and the success plan of the school.

Each year, the governing board shall report on the evaluation of the implementation of the success plan.

A document explaining the educational project and reporting on the evaluation of the implementation of the success plan shall be distributed to the parents and the school staff. The governing board shall see to it that the wording of the document is clear and accessible.

1988, c. 84, s. 83; 1997, c. 96, s. 13; 2002, c. 63, s. 8.

**83.1.** Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence.

A document reporting on the evaluation must be distributed to the parents, the school staff and the Student Ombudsman.

2012, c. 19, s. 7.

## 2. FUNCTIONS AND POWERS RELATING TO EDUCATIONAL SERVICES

**84.** The governing board is responsible for approving the approach proposed by the principal for the implementation of the basic school regulation.

1988, c. 84, s. 84; 1997, c. 96, s. 13.

**85.** The governing board is responsible for approving the overall approach proposed by the principal for the enrichment or adaptation by the teachers of the objectives and suggested content of the programs of studies established by the Minister and for the development of local programs of studies to meet the specific needs of the students at the school.

The governing board is also responsible for approving the conditions and procedures proposed by the principal for integrating, into the educational services provided to the students, the activities or content prescribed by the Minister in the broad areas of learning.

1988, c. 84, s. 85; 1989, c. 36, s. 258; 1997, c. 96, s. 13; 2012, c. 19, s. 8.

**86.** The governing board is responsible for approving the time allocation proposed by the principal for each compulsory or elective subject and shall satisfy itself

(1) that the compulsory objectives of the programs of studies established by the Minister will be achieved and their compulsory contents will be acquired;

(2) (*paragraph repealed*);

(3) that the rules governing the certification of studies prescribed by the basic school regulation are complied with.

1988, c. 84, s. 86; 1997, c. 96, s. 13; 2000, c. 24, s. 22.

**87.** The governing board is responsible for approving the programming of educational activities, proposed by the principal, which entail changes in the students' regular time of arrival and departure or which require the students to leave school premises.

1988, c. 84, s. 87; 1989, c. 36, s. 259; 1997, c. 96, s. 13.

**88.** The governing board is responsible for approving the approach proposed by the principal for the implementation of the student services and special educational services programs prescribed by the basic school regulation and determined by the school board, or provided for in an agreement entered into by the school board.

1988, c. 84, s. 88; 1997, c. 96, s. 13.

**89.** Proposals under sections 84, 87 and 88 shall be developed in collaboration with the school staff; proposals under sections 85 and 86 shall be developed in collaboration with the teachers.

The collaboration procedure shall be established by the persons concerned at general meetings called for that purpose by the principal or, failing that, shall be determined by the principal.

1988, c. 84, s. 89; 1990, c. 78, s. 35; 1997, c. 58, s. 48; 1997, c. 96, s. 13.

**89.1.** Parents on the governing board may consult the parents of the children in the school on any matter relating to educational services, in particular on report cards and on any other way in which parents are to be informed of the academic progress of their children, proposed under section 96.15.

2006, c. 51, s. 89.

### 3. FUNCTIONS AND POWERS RELATING TO COMMUNITY SERVICES

**90.** The governing board may organize educational services other than those prescribed by the basic school regulation, including instructional services outside teaching periods during the school days of the school calendar or on non-school days, and may organize social, cultural or sports services.

It may also allow other persons or organizations to organize such services on school premises.

1988, c. 84, s. 90; 1997, c. 96, s. 13.

**91.** For the purposes of section 90, the governing board may, in the name of the school board and within the scope of the school's budget, contract with a person or body for the provision of goods or services. In addition, it may require a financial contribution from users of such goods and services.

A draft of a contract to be entered into under the first paragraph must be sent to the school board at least 20 days before its conclusion. Within 15 days after receiving it, the school board may indicate its disagreement on the ground of non-compliance with the standards governing the school board; in the absence of such indication, the contract may be concluded.

1988, c. 84, s. 91; 1997, c. 96, s. 13.

**92.** Revenues derived from the provision of goods and services under section 90 shall be credited to the appropriations allocated to the school.

1988, c. 84, s. 92; 1997, c. 96, s. 13.

### 4. FUNCTIONS AND POWERS RELATING TO PHYSICAL AND FINANCIAL RESOURCES

**93.** The governing board is responsible for approving the use of the premises or immovables placed at the disposal of the school, proposed by the principal, subject to the obligations imposed by law for the use of the school premises for election purposes and to agreements for the use of school premises entered into by the school board before the issue of the deed of establishment of the school.

Any agreement entered into by the governing board for the use of the premises or immovables placed at the disposal of the school requires prior authorization from the school board if the term of the agreement exceeds one year.

The governing board is responsible for approving the organization by the school board, on the school premises, of cultural, social, sports, scientific or community services.

1988, c. 84, s. 93; 1990, c. 78, s. 54; 1997, c. 96, s. 13.

**94.** The governing board may, in the name of the school board, solicit and receive gifts, legacies, grants and other voluntary contributions from any person or public or private organization wishing to provide funding for school activities.

The governing board may not, however, solicit or receive gifts, legacies, grants or other contributions to which conditions incompatible with the mission of the school are attached, particularly conditions relative to any form of commercial solicitation.

The contributions received shall be paid into a designated fund created for that purpose in respect of the school by the school board; the funds making up the fund and the interest earned shall be appropriated to the school.

The school board shall keep separate books and accounts for the operations of the fund.

The management of the fund shall be supervised by the governing board; the school board must, at the request of the governing board, give access to the records of the fund and provide the governing board with any account, report or other information relating to the fund.

1988, c. 84, s. 94; 1993, c. 51, s. 72; 1994, c. 16, s. 50; 1997, c. 96, s. 13.

**95.** The governing board is responsible for adopting the school's annual budget proposed by the principal, and shall submit the budget to the school board for approval.

1988, c. 84, s. 95; 1997, c. 47, s. 1; 1997, c. 96, s. 13.

## **PARENT PARTICIPATION ORGANIZATION**

### **DIVISION III**

#### **PARENT PARTICIPATION ORGANIZATION**

**96.** The meeting of parents called pursuant to section 47 shall decide whether or not to form a parent participation organization.

If the meeting decides to form a parent participation organization, it shall determine the name, composition and operating rules of the organization and shall elect its members.

1988, c. 84, s. 96; 1997, c. 96, s. 13.

**96.1.** Where under the deed of establishment of the school more than one immovable is placed at the disposal of the school or where the school provides both elementary and secondary instruction, the meeting of parents may establish a parent participation organization for each immovable or each level of instruction, instead of only one.

1997, c. 96, s. 13.

**96.2.** The purpose of a parent participation organization is to encourage the collaboration of parents in developing, implementing and periodically evaluating the school's educational project and their participation in fostering their child's success.

1997, c. 96, s. 13; 2002, c. 63, s. 9.

**96.3.** A parent participation organization may advise the parents' representatives on the governing board regarding any matter of concern to parents or any matter concerning which the organization is consulted by the parents' representatives on the governing board.

1997, c. 96, s. 13.

**96.4.** A parent participation organization may hold its meetings on the school premises.

The organization may also use the school's administrative support services and facilities free of charge, subject to the conditions determined by the principal after consulting with the governing board.

1997, c. 96, s. 13.

## **Parents' Committee (Regional / Central)**

**189.** A parents' committee composed of the following persons shall be established for each school board:

(1) one representative from each school, elected by the meeting of parents pursuant to the second paragraph of section 47;

(2) one representative of the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities, designated by and from among the parents who are members of that committee.

A representative from a school whose child no longer attends the school may remain on the parents' committee.

The parents who are members of the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities may designate a second representative as a substitute to attend and vote at meetings of the parents' committee when their representative is unable to do so.

1988, c. 84, s. 189; 1989, c. 36, s. 263; 1997, c. 47, s. 12; 1997, c. 96, s. 34.

**190.** Each year, before 31 October, the chairman of the parents' committee or, in his absence, the secretary general of the school board shall call a meeting of the parents' committee to elect the chairman of the parents' committee.

1988, c. 84, s. 190.

**191.** Every school board that divides its territory into administrative regions may, for the same purposes, replace the parents' committee by a regional parents' committee for each region and a central parents' committee composed of delegates from the regional parents' committees and a representative of the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities, designated by and from among the parents who are members of that committee.

Section 190 applies to the election of the chairman of the central parents' committee and the chairman of each regional parents' committee.

The school board, after consulting with the members of the regional parents' committees, shall determine the allocation of functions and the mode of operation and financing of the regional and central committees.

1988, c. 84, s. 191; 1989, c. 36, s. 264; 1990, c. 78, s. 54; 1997, c. 47, s. 13; 1997, c. 96, s. 35.

**192.** The functions of the parents' committee are

(1) to promote parents' participation in the activities of the school board and, for such purpose, to designate parents who shall take part in the various committees established by the school board;

(2) to give advice on any matter conducive to the most efficient operation possible of the school board;

(3) to inform the school board of the needs of parents as identified by the school representatives and by the representative of the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities;

(4) to give its opinion to the school board on any matter the latter is required to submit to it.

1988, c. 84, s. 192; 1990, c. 78, s. 54; 1997, c. 96, s. 36.

**193.** The parents' committee shall be consulted on the following matters:

(1) the division, annexation or amalgamation of the territory of the school board;

(1.1) the school board's strategic plan and any updated version of the strategic plan;

(2) the three-year plan of allocation and destination of the immovables of the school board, the list of schools and the deeds of establishment;

(3) the policy adopted under section 212 on the continued operation or closure of schools and on other changes made to the educational services provided in a school;

(3.1) the financial contributions policy adopted under section 212.1;

(4) (*paragraph repealed*);

(5) the distribution of educational services among the schools;

(6) the criteria referred to in section 239 for the enrollment of students in schools;

(6.1) the dedication of a school to a special project pursuant to section 240 and the criteria for the enrollment of students in that school;

(7) the school calendar;

(8) the rules governing promotion from elementary school to secondary school or from the first cycle to the second cycle of the secondary level;

(9) the objectives and principles governing the allocation of subsidies, school tax proceeds and other revenues among educational institutions as well as the criteria pertaining thereto, and the objectives, principles and criteria used to determine the amount to be withheld by the school board for its needs and those of its committees;

(10) the learning activities established by the school board and intended for parents.

1988, c. 84, s. 193; 1990, c. 8, s. 17; 1990, c. 78, s. 54; 1997, c. 47, s. 14; 1997, c. 96, s. 37; 2002, c. 63, s. 23; 2005, c. 16, s. 8; 2006, c. 51, s. 97.

## **SECTION 3**

# **ESTABLISHING THE GOVERNING BOARD The General Assembly**

## **CONTENTS**

- Election of the Parent Representatives
- Election Meeting Guidelines
  - Notice for the Meeting
  - Calling the Meeting to Order
  - The Election
  - Election of the Regional Delegate
  - Establishment of the Parent Participation Organization
- Election of Other Representatives
- Community Representatives

Appendix A - A Brief Description of the Governing Board

Appendix B - A Brief Description of the Parent Participation Organization

Appendix C - Suggested Format for a Ballot

Appendix D - Suggested Rules of Procedure

Appendix E - Suggested Agenda for the General Assembly

## ESTABLISHING THE GOVERNING BOARD

### ELECTION OF PARENT REPRESENTATIVES (Education Act, Section 47)

WHEN are the elections for parents held?

Each year during the period beginning on the first day of the school year and ending on the last day of September.

WHO calls the meeting?

The chair of the governing board or, if there is none, the principal.

WHO is invited?

Parents of students attending the school.

HOW are parents notified?

In writing, at least four days before the meeting is to be held.

WHAT must be done during the meeting?

- The parents present must elect their representatives to the governing board.
- From among the parent representatives elected to the governing board, the general assembly elects a delegate to the Regional Parents' committee and may also designate a substitute delegate.
- The general assembly decides whether or not to establish a parent participation organization.

***A sample agenda for the General Assembly is included in Appendix E***

## ELECTION MEETING GUIDELINES

### 1. Notice for the Meeting

The notice should include a brief description of the role and functions of the governing board and the parent participation organization. (*Appendices A and B*)

Including a tear-off portion for parents to return to the school so they may declare their interest in being a member of the governing board may help to simplify the process in the event that there are more candidates than seats.

A list of candidates can be prepared ahead of time from the returned tear-offs with spaces provided for any additional nominations made at the meeting. With the provision of a column beside the names, this list can then be used as a ballot if a vote is needed. (*See page 3.4 and Appendix C*).

It is also advisable to indicate in the notice that, if there are more candidates than seats, each candidate will be asked to speak briefly on his/her involvement in school activities and why he/she wishes to be a member of the governing board.

### 2. Calling the Meeting to Order

The chairperson of the governing board, (or principal, if there is no chairperson), calls the meeting to order. A brief overview of the responsibilities of the governing board should be presented. The chairperson may also give a brief report of the governing board's activities during the previous year.

Parents must be aware of the many areas in which the governing board is expected to make decisions and that these decisions must be made in the best interests of the students.

The commitment expected of governing board members and section 71 of the Education Act referring to the code of conduct should be stressed. (See page 4.10)

The Chair of the Governing Board presides over the elections, unless he/she is up for re-election. If so, the general assembly appoints another person. In most instances, this would be the principal or a parent who is not standing for election. A secretary is also needed to record nominations and the results of the vote.

It is suggested that basic rules of procedure be proposed to the general assembly for adoption. **An example is included in Appendix D.**

Requests for candidacy by proxy must be submitted in writing to the outgoing governing board chair or to the principal. It is up to the general assembly to decide whether or not to accept candidacy by proxy.

### 3. **The Election**

The composition of the governing board has been determined for each school by the School Board after consultation.

The term of office for parent representatives is two years with half of the parent seats up for election each year. The election chairperson advises the assembly of the number of parents to be elected. (Article 54)

When a vacancy arises from the departure or disqualification of a parents' representative during the year or at the end of the first year of a two-year mandate, the governing board parents' representatives fill the vacancy by designating a replacement parent from its school community to complete the term according to Article 55 of the Education Act. Article 55, does not foresee that an election is to be held for the unexpired portion of the term, whenever it occurs. The Education Act is specific and the law must be respected.

If names have been submitted ahead of time, each parent present receives a copy of the list. The chairperson asks for a motion to accept this list into nomination or the general assembly may choose to nominate each person on the list separately. The chairperson then asks if there are additional nominations. Parents may nominate themselves. Seconders are not required unless the general assembly decides otherwise. If no names have been submitted, the election chairperson asks for nominations.

Nominations are written on a blackboard as received. When no further nominations are forthcoming, a motion is made to close nominations. If a list was distributed, those present should add the new names to their copy of the list.

If more than the required number of names is placed in nomination, an election must be held by secret ballot. If a list has been distributed, it becomes the ballot and each parent checks the names of the required number of parent representatives for whom he/she wishes to vote.

Prior to the vote, the general assembly may request that the candidates present themselves.

The ballots are collected and counted, preferably by three people not on the ballot (the principal, election secretary and one other). The election chairperson announces the results by reading the names of those elected but not the number of votes for each. The ballots should be kept for a month by the principal.

**The first meeting of the governing board** will be held at a later date. The principal will consult with the parent and staff representatives elected to the governing board and set a date agreeable to all parties.

**If fewer than the required number of parents are nominated, a governing board cannot be formed.** All duties and functions will be assumed by the principal.

#### 4. **Election of the Delegate to the Regional Parents' Committee**

The parents attending the meeting elect from among the parent representatives who have just been elected to the governing board, a delegate to the Regional Parents' Committee. They may also appoint a substitute to attend and vote at meetings of the Regional Parents' Committee when the delegate is unable to attend. Both the delegate and the substitute **must** be designated by the general assembly. (Section 47).

Regional Parents' Committees (RPC) generally meet once a month. These meetings provide an opportunity for the parent delegates to:

- meet with their Deputy Director General
- share ideas and successes
- discuss common concerns
- learn about curriculum and other educational matters
- bring issues to the Central Parents' Committee

#### 5. **Establishment of a Parent Participation Organization (s. 96)**

The parents in attendance at the general assembly decide whether or not to form a Parent Participation Organization, which is composed of parents of students attending the school.

If the general assembly chooses to form a PPO, it determines the name, composition and operating rules and elects the members.

**A brief description of the Parent Participation Organization is included in Appendix B.**

#### **THE ELECTION OF OTHER REPRESENTATIVES (Sections 48-52)**

The composition of the governing board includes representatives of the teachers, non-teaching professionals, support staff, day care (elementary), and students (cycle II, secondary level).

The members of each of these groups must meet during the month of September and elect their representatives according to the composition determined by the School Board after consultation.

Each group, i.e. the teachers, the daycare staff, the support staff, the non-teaching professionals and students hold meetings to elect their representative on the governing board by their peers. Each group is separate and does not vote in each others elections of representatives.

***If the number of representatives from any of these groups is less than required, the governing board can still be formed if the required number of parent representatives is elected.***

## **COMMUNITY REPRESENTATIVES ( Section 42, para. 5)**

Two community representatives who are not members of the school staff and not members of the parents are appointed by the voting members of the governing board. This would be done at the first or second meeting of the school year.

When appointing the community representatives, members should keep in mind that these positions should be filled by individuals from community or business organizations who are open to discussing issues with the education sector and can help the governing board create ties that will assist it in fulfilling the objectives of its educational project.

## **APPENDIX A**

### **GOVERNING BOARDS A Brief Description**

#### **WHAT IS THE GOVERNING BOARD?**

The governing board is a structure that creates a partnership of parents and staff in the management of the school. The governing board is not involved with the day-to-day running of the school but works with the principal in setting and implementing policy directions for programs and services that will meet the needs of the students and the community.

#### **WHAT ARE THE FUNCTIONS AND POWERS OF THE GOVERNING BOARD?**

The principal of the school is required to collaborate with the school staff on a variety of educational and pedagogical items and bring proposals to the governing board for approval. (also refer to table on page 1.3)

Some of these are:

- success plan, and the Management & Educational Success Agreement (MESA)
- rules of conduct and safety measures
- implementation of the basic school regulation
- time allocation for subjects
- enrichment and adaptation of programs to meet local needs
- educational activities such as field trips which change the students' regular schedule
- implementation of student and special education services
- the use of non-teaching time for educational purposes, and extracurricular activities
- principles for determining the cost of consumable materials

As well, the governing board

- must prepare an annual report on its activities for the school board and inform the community about the services provided in the school;
- adopts the school budget submitted by the principal;
- adopts the school's educational project and oversee its implementation and evaluation;
- must make public the school's success plan and the Management & Educational Success Agreement (MESA) and the educational project
- must distribute a document to parents and staff explaining the educational project and reporting on the success plan and the Management & Educational Success Agreement (MESA)

**PARENT PARTICIPATION ORGANIZATION A Brief Description**

**WHAT IS THE PARENT PARTICIPATION ORGANIZATION?**

The parent participation organization gives the opportunity to a larger number of parents to be involved in the day-to-day life of a school.

**WHAT ARE THE FUNCTIONS OF THE PARENT PARTICIPATION ORGANIZATION?**

The PPO has a twofold purpose in law:

- to encourage parents to be involved in fostering their child's academic success
- to collaborate in developing, implementing and evaluating the school's educational project.

As well, it may advise the parent representatives on the governing board about parents' concerns. The governing board may consult the PPO when parents' opinions and ideas are needed (s.96-3).

The Parent Participation Organization can play a valuable role and complement the work of the governing board by effectively communicating with the parent body at large:

- letting parents know about what is going on at the school and what the needs are
- finding out about parents' concerns

There are no regulations governing the size and general operation of a Parent Participation Organization. As well as fulfilling its purpose as defined by law, it has been suggested that sub-committees could be set up within the PPO with specific tasks such as safety, newsletter, book fair, etc.

Each school has the flexibility to organize its PPO to best suit the conditions, i.e., the number of parents who wish to be involved and the tasks that need to be done. Most importantly, the PPO and governing board must work closely together to ensure that everyone is working toward the same goals.

**ELECTION OF GOVERNING BOARD**

School: \_\_\_\_\_ Date: \_\_\_\_\_

The following parents have submitted their names as candidates for the seats for parent representatives on the governing board.

NAME	GRADE LEVEL(S) of CHILD(REN)	VOTE
1.		
2.		
3.		
4.		
5.		

**ELECTION OF PARENT REPRESENTATIVES TO GOVERNING BOARD  
Suggested Rules of Procedure**

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1. All parents who are present can be nominated. Candidacy by proxy, submitted in writing, can be accepted.
2. Parents may nominate themselves, but seconders are required.
3. If more than the required number of names is placed in nomination, the vote will be held by secret ballot.
4. The ballot will consist of a list of the names of the nominated candidates.
5. Prior to the vote, the candidates will be requested to present themselves.
6. The ballots are collected and counted by three people not on the ballot (the principal, election secretary and one other).
7. The election chairperson announces the results by reading the names of those elected but not the number of votes for each.
8. The ballots will be kept by the principal for a period of one month.
9. The decision to form a Parent Participation Organization will be determined by a show of hands.

**SAMPLE AGENDA FOR THE GENERAL ASSEMBLY**

**SUMMERSIDE SCHOOL GENERAL ASSEMBLY  
Wednesday, September 18, 2013, 7:30 p.m.  
Cafeteria Room, Summerside School, 12 Souris, Montreal**

**Agenda**

1. **Opening and Welcome**
2. **Approval of Agenda**
3. **Election of Secretary**
4. **Nominations of 2 Scrutineers (*not members of the Governing Board*)**  
*(elect 2 non governing board members to count ballots for the election process)*
5. **Approval of previous minutes of the General Assembly**
6. **Presentation of the roles and responsibilities of the Governing Board**
7. **Presentation of previous years' Annual Report**  
*(the annual report must be approved by the governing board before the general assembly)*
8. **Governing Board Nominations**
  - 8.1 Election of new members
9. **Regional Parents' Committee**
  - 9.1 Election of Delegate
  - 9.2 Election of Alternate
10. **Parent Participation Organization (PPO)**
  - 10.1 Formation of PPO
  - 10.2 Composition *(if you wish to have a limited amount of people join)*
  - 10.3 Election  
*(may choose to have a signup sheet for parents giving a deadline to submit their names)*
11. **Adjournment**

## SECTION 4

# ROLES AND RESPONSIBILITIES

## CONTENTS

- Responsibilities of the School Board
- Role of the Principal
- Responsibilities of Governing Board Members
- Conflict of Interest
- Code and Rules of Conduct
- Role of the Chairperson
- Role of the Secretary
- Role of the Treasurer
- Role of the Regional Delegate

Appendix A: Main Topics and Timeline –

*Guidelines for the Chairperson*

Appendix B: Sample form: Report of Expenditures

## THE RESPONSIBILITIES OF THE SCHOOL BOARD

School boards provide leadership and support to schools and ensure that there is equal educational opportunity for all students in the system.

The Council of Commissioners is the governing body of the school board and is composed of elected school commissioners and two parent commissioners. Parent commissioners are elected annually by the parents' committee, but are not entitled to vote.

### 1. **Composition of the Governing Board**

The school board determines the number of parent representatives and staff representatives after consulting with each group.

Note: In April 1999, following consultation, the EMSB adopted a resolution (#99-06-20-8) establishing the composition of its governing boards.

*A governing board wishing to modify its composition must make a formal request in writing to the school board.*

### 2. **Operation**

The school board allocates financial resources to the governing board (s. 66)

The school board assumes the defence of any governing board member prosecuted for an act done in the exercise of governing board functions. (See section 5.7 of this manual).

### 3. **Functions and Powers**

#### 3.1 General

The school board;

- adopts a strategic plan covering a period of five years and sends a copy of the Ministry. The strategic plan must be made public (s. 209.1)
- adopts a policy concerning the maintenance or closure of schools, in compliance with Ministerial guidelines, and after consultation with the parents' committee (s. 212)
- adopts a policy on the financial contributions from parents or students, after consultation with the parents' committee (s. 212.1)
- ensures lunchtime supervision of students who stay at school (s. 292)
- consults the governing board on the deed of establishment and the selection criteria for the appointment of the principal (See page 1.4 of this manual)
- appoints the school principal in accordance with the selection criteria established after consulting with the governing board (s. 96.8)

#### 3.2 Educational Services

The school board is responsible for determining the educational services that will be provided in each of its schools (s. 209-2 and 236), after consulting with the teachers. (s. 244)

The school board ensures that:

- the Basic School Regulation (*Régime pédagogique*) is implemented (s. 222)
- the programs of study are implemented (s. 222.1) following consultation with the teachers (s. 244)
- only the textbooks and instructional material approved by the Minister of Education are used by the school (s. 230)

- each school evaluates student achievement and administers the examinations imposed by the Minister of Education (s. 231 and 244)
- rules governing the promotion of students from elementary to secondary school and from secondary cycle 1 to cycle 2 are established, after consulting the parents' committee (s. 233)
- schools provide Catholic or Protestant moral and religious instruction, or moral instruction to all students except those in the second cycle of the secondary level (s. 225 and 5)

Note: A school may, when authorized, replace programs of Catholic or Protestant moral and religious instruction by a local program of studies in ecumenism or in ethics and religious culture. The student has the right to choose between the local program of studies and moral education. (s. 5)

- schools offer to all students student services for spiritual care and guidance and community involvement (s. 226)

The school board establishes a program for student and special education services prescribed by the Basic School Regulation. (s. 88)

Each school board must establish a special education advisory committee on services for students with special needs. (s. 185)

Each school board must, after consultation with the advisory committee on services for students with special needs, adopt a policy concerning the organization of educational services for students with special needs. (s. 235)

### 3.3 Community Services

The school board may provide cultural, social, sports, scientific or community services. (s. 255-2)

### 3.4 Physical and Financial Resources

The school board establishes a 3-year plan of allocation and destination of its immovables and draws up deeds of establishment. (s. 211)

It allocates funds to its schools (s. 275) and approves each school's annual budget after the governing board adopts it.

## 4. **Varia**

The school board:

- establishes criteria for student enrolment after consulting the parents' committee. Following adoption by the Board, a copy of the enrolment criteria is sent to each governing board at least 15 days before the beginning of the student enrolment period. (s. 239)
- establishes the school calendar, after consultation with the parents' committee and any local negotiations with teachers (s. 238)
- provides day care for preschool and elementary students at the request of the governing board. (s. 256)
- is the employer of all school board and school personnel (s. 259). School board personnel, including principals, perform their functions under the authority of the director general. When assigning staff to schools, the school board must take into account the staffing requirements submitted by the principals and must ensure that all teachers are legally qualified and that other norms, i.e. collective agreements, are respected.

- May, with the authorization of the Minister of Education, provide transportation for all or part of its students. (s. 291)

## **THE RESPONSIBILITIES OF THE PRINCIPAL**

The principal is the academic and administrative director of the school and sees that the decisions of the governing board are implemented. In addition, the principal is responsible for making a number of decisions upon the proposal of teachers or other school staff.

### **1. Formation of the Governing Board**

The principal calls a general assembly of parents to elect parent representatives to the Governing Board and the Regional Parents' Committee if there is no governing board chairperson. (s. 47)

He/she determines the procedure to elect staff members and students after consulting each group. (s.48-51)

If the general assembly fails to elect the required number of parents to the governing board, the principal exercises the functions and powers of the governing board. (s. 52)

### **2. Operation of the Governing Board**

The principal takes part in meetings but is not entitled to vote. (s. 46) He/she presides over the governing board until the chair is elected. (s. 57)

If the governing board is unable to hold a meeting for lack of quorum, after three consecutive notices have been sent, the principal may exercise the functions and powers of the governing board as determined by the school board. (s. 62)

The principal keeps the minutes of the governing board meetings. The minutes are recorded in a register and countersigned by the principal. (s. 69)

### **3. Functions and Powers**

As stipulated in section 96.13 of the Education Act, the principal assists the governing board in the exercise of its functions and powers, and for that purpose,

1. coordinates the analysis of the school's success plan and the Management & Educational Success Agreement (MESA) the development, implementation and evaluation of the educational project
2. ensures that proposals with regard to educational services and student services are prepared and submitted to the governing board for approval (see item 3.1 on page 4.7)
3. encourages concerted action between parents, students and staff, their participation in the life of the school and their collaboration in fostering academic success
4. informs the governing board on the proposals approved by the principal (see item 3.1.1 on page 4.7)

The principal, with the collaboration of the school staff, is responsible for proposing to the governing board the success plan and the Management & Educational Success Agreement (MESA) and the rules of conduct and safety measures for students. (s. 75 and 76)

The principal, with the collaboration of the teachers, is responsible for proposing to the governing board the principles for determining the cost of consumable materials and the list of materials to be charged to parents.

(s. 77.1)

The principal, with the assistance of the parents, staff concerned and the student, if applicable, establishes an individualized education plan (IEP) adapted to the needs of handicapped students and those with a learning disability or a social maladjustment. (s. 96.14)

Upon the request of a parent, a principal may admit a student to an additional year of preschool or elementary schooling if the child has not met the objectives of preschool or elementary education. The principal submits a report on the number of students admitted for an additional year of schooling to the school board. (s. 96.17, 96.18 and 96.19)

### 3.1 *Educational Services*

The principal is responsible for ensuring that the educational services provided by the school meet the proper standards of quality.

As stipulated in sections 84, 85, 86, 87, 88 and 89 of the Education Act, the principal, in collaboration with the teachers and/or other school staff, proposes the following to the governing board for approval:

- the approach for the implementation of the Basic School Regulation (*Régime pédagogique*)
- the approach for the enrichment or adaptation of the objectives and suggested content of the programs of study
- the time allocation for each compulsory and elective subject
- the programming of educational activities which entail changes in the students' regular schedule or which entails taking students off the school premises
- the approach for the implementation of programs of student and special education services

#### 3.1.1 *Approval of proposals of the teachers and other school staff (s. 96.15)*

The principal approves, on the proposal of the teachers and/or other staff concerned, the following:

- local programs of study developed to meet the special needs of students;
- criteria for the introduction of new instructional methods;
- textbooks and instructional material, after consulting with the governing board;
- standards and procedures for the evaluation of student achievement;
- rules for the placement of students and their promotion from one cycle to the other at the elementary level.

## 4. **Physical and Financial Resources**

The principal proposes the use of the premises placed at the disposal of the school to the governing board for its approval. (s. 93)

After consulting with the governing board, the principal informs the school board of the school's needs for material resources. (s. 96.22)

The principal is responsible for managing the physical resources of the school and rendering account of such management to the school board. (s. 96.23)

The principal prepares the school's annual budget and submits it to the governing board for adoption. He/she administers the budget and renders an account of the budget to the governing board. (s. 96.24)

## 5. **Varia**

After consulting with school staff, the principal is responsible for informing the school board of the school's needs in terms of staffing of all classes of school personnel. The principal must be guided by a variety of considerations, including the educational services to be offered in the school, the budgetary process and the applicable collective agreements for different categories of personnel.

The principal is responsible for managing all school staff and must determine their duties and responsibilities. In addition, the principal must organize the professional development activities as agreed to with the staff in accordance with applicable collective agreements.

### **THE RESPONSIBILITIES OF THE MEMBERS OF THE GOVERNING BOARD**

Members of the governing board must be concerned and interested in the school and education in general. They must be prepared to work cooperatively as a group and deal with common issues rather than personal ones.

Being a member is not about personal power and prestige but about being empowered to serve the people the governing board represents.

Members must be prepared to commit themselves to:

- Regularly attend the meetings
- Arrive on time
- Respect the code of conduct
- Participate in the discussions
- Be well informed before making decisions
- Work as part of a team

### **CONFLICT OF INTEREST**

A member of the governing board who has a direct or indirect interest in an enterprise that puts that member in conflict with the interest of the school must disclose the interest in writing to the principal.

An example of this is a person who has an interest in the food services supplied to the school.

The member must abstain from voting on any matter concerning the enterprise and avoid influencing the decision. In fact, the member must withdraw from a meeting while the matter is discussed or voted on.

Having a conflict of interest is not prohibited; not declaring it leads to forfeiture of office.

### **CODE OF CONDUCT**

The governing board has the responsibility to ensure that every decision it makes is in the best interests of the students.

Members of the governing board are in a position of trust. They must take their role seriously and be willing to give the time and effort needed. A responsible member will:

- attend meetings regularly and participate fully
- be willing to listen and learn
- be open-minded
- respect others' points of view

- work co-operatively with the other members
- place the interests of the school before any personal interest.

Section 71 of the Education Act specifically states:

"The members of the governing board must act within the scope of the functions and powers conferred on them, and exercise the care, prudence and diligence that a reasonable person would exercise in similar circumstances; they must also act with honesty and loyalty and in the interest of the school, the students, the parents, the school and the community."

Governing boards should also develop their own guidelines as to how they want members to conduct themselves. If everyone understands what is expected on them and acts accordingly, meetings will be more productive and the work of the governing board will be more easily accomplished in an atmosphere of trust and collaboration.

Once guidelines are developed, they should be reviewed each year at the first meeting of the governing board. An example of some of the rules of conduct a governing board may wish to establish is on page 4.11.

## AN EXAMPLE OF RULES OF CONDUCT

### ***Summerside School Governing Board Rules of Conduct***

*Members of the Summerside School governing board will:*

- *Attend meetings regularly*
- *Arrive on time*
- *Advise the chairperson in advance if unable to attend*
- *Raise their hand when they wish to speak*
- *Wait for the chairperson to give permission to speak*
- *Always address the chairperson when taking part in the discussion*
- *Avoid speaking when someone else is speaking*
- *Stay on the subject or motion being discussed*
- *Keep their contribution to the discussion short and to the point*
- *Avoid numerous interventions on the same topic*
- *Be objective*
- *Not be silent during the debate and then criticize after the meeting*
- *Respect the right of others to express their opinions*
- *Listen and speak politely*
- *React to a point of view, never the person*
- *Fully understand any proposal or report that is presented before voting*
- *Once a decision is taken, support that decision*
- *Be willing to participate in activities of the governing board*
- *Respect all rules of procedure and guidelines for conduct*

## THE ROLE OF THE CHAIRPERSON

The chairperson

- prepares the agenda with the principal (see page 5.3)
- calls the meeting to order
- keeps the meeting to the agenda
- ensures that internal procedures are respected
- ensures that information required for the meeting is available
- ensures that a motion is seconded before discussion begins
- states each motion before it is debated and again before it is voted on
- casts a vote in case of a tie

A good chairperson

- is well prepared for the meeting
- gives each member a chance to speak
- tactfully keeps speakers on the subject
- listens well
- speaks no more than necessary but helps to clarify and gives information
- is fair and impartial
- is flexible
- makes sure everyone knows what the decisions are and what action is to be taken
- starts and ends meetings on time

**Guidelines for the Chairperson are included in Appendix A on page 4.15.**

## THE ROLE OF THE SECRETARY

The secretary keeps an accurate record of the meetings. Only what is done, not what is said, is recorded, e.g., the motion and the vote but not who said what during the discussion prior to the vote. Section 5 of this manual provides more details on the recording of minutes.

The secretary may also assist the chairperson in handling correspondence, notifying members of meetings, preparing and distributing agendas, etc.

## THE ROLE OF THE TREASURER

The treasurer keeps track of the operating budget allocated to the governing board by the school board (s. 66). This allocation is included in the school's budget and identified by an account code.

At the beginning of each year, the governing board should decide how the budget will be used. The allocation is intended for **operating** expenses, such as: postage, photocopying, meeting refreshments, etc.

Participation on a governing board is of a voluntary nature. However, a governing board may decide to defray some baby-sitting or transportation costs if the need arises. This is **a decision of the governing board** and should be discussed early in the year. It is important that all members understand what expenses will be covered by this operating budget in order to avoid any misunderstanding later.

The treasurer must oversee the claims for operating expenses and keep a record of these. A report should be given at each meeting of the governing board.

Upon request from the school board, the governing board must submit an annual expense report (s. 81). A sample reporting form is on page 4.16.

Note: The treasurer is also responsible for keeping account of any monies received through its solicitation of donations as outlined in Section 94 of the Education Act.

### **THE ROLE OF THE REGIONAL DELEGATE**

The delegate (or substitute) to the Regional Parents' Committee (RPC) represents his/her school at all meetings of this Committee.

The delegate acts as a liaison between the parents of the school and the Regional Parents' Committee and should attend the meetings regularly.

If the delegate is unable to attend, he/she must notify the appointed substitute and give him/her any documents relevant to the meeting.

When the substitute replaces the delegate at the RPC meeting, the substitute has the right to vote. The delegate (or substitute, if applicable) is expected to give a report on the business of the RPC to the governing board.

The Regional Parents' Committee from time to time may ask delegates to bring issues back to the parents on the governing board and PPO for discussion and feedback.

Similarly, a governing board may wish to gather information about what other schools are doing in regard to certain issues and request the delegate to raise the matter at a Regional Parents' Committee meeting.

### **CENTRAL PARENTS' COMMITTEE**

The Central Parents' Committee is established by the school board. It is composed of representatives from the Regional Parents' Committees and a representative from the Advisory Committee on Special Education Services (ACSES) (s.189).

Each year, regional meetings of delegates are held in early October. At these meetings, the delegates elect their executive and seven representatives to the Central Parents' Committee.

The Central Parents' Committee is consulted by the School Board on a number of matters as outlined in Section 193 of the Education Act.

<b>MAIN TOPICS AND TIMELINE GUIDELINES FOR THE CHAIRPERSON</b>
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<b>September</b>	<ul style="list-style-type: none"> <li>➤ Final meeting for previous GB to approve annual report and submit to the School Board (if not completed in June) (A. 82)</li> <li>➤ Call general assembly of parents to elect members (A. 47)</li> <li>➤ Establishment of the meeting dates or approval of the calendar of meetings</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>➤ First meeting of new GB</li> <li>➤ Decision about fund-raising activities for the year</li> <li>➤ Election of the chairperson and the secretary (A. 56)</li> <li>➤ Review of Rules of Internal Management</li> <li>➤ Appoint community reps (A. 42.5)</li> <li>➤ Adoption of the GB's annual operating budget (A. 66)</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>➤ Follow-up on the annual school budget (A. 95)</li> <li>➤ Review of the educational project/success plan and MESA (A. 75)</li> <li>➤ Inform the community on the educational project and success plan (A. 83)</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>➤ Periodic review of educational project (A. 74)</li> <li>➤ Review rules of conduct and safety measures (A. 76)</li> <li>➤ Budget Building consultation begins (A. 96.22)</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>➤ Approve implementation of Basic School Regulation (A. 82)</li> <li>➤ Approval of time allocation for compulsory and elective subjects (A. 86)</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>➤ Criteria for the selection of the school principal (A. 79)</li> <li>➤ Follow-up on the annual school budget</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>➤ Consultation on textbooks and instructional materials for the following year (if necessary) (A. 84)</li> <li>➤ Review the GB composition and request change (if necessary) (A. 43)</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>➤ Establishment of principles for determining the cost of consumables and approval of the list of materials such as paper, pencils, etc. to be charged to parents or students (A. 77.1)</li> <li>➤ Major School Changes begins (if applicable) (A. 212)</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>➤ Approval of the programming of educational activities for the following year (field trips, etc.)</li> <li>➤ Adopt proposed school budget in preparation for next year and submit to the Board (A. 95)</li> <li>➤ Approve school fees (A. 77.1)</li> <li>➤ Assessment of the implementation of the Success Plan and the Management &amp; Educational Success Agreement (MESA)</li> <li>➤ Approval of the rules of conduct and safety measures for the following year proposed by the principal (A. 76)</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>➤ Prepare and adopt the GB end-of-year financial report (A. 82)</li> <li>➤ Prepare and adopt the GB annual report (A. 82)</li> </ul>



**Commission scolaire English-Montréal**  
**English Montreal School Board**

**GOVERNING BOARD  
 REPORT OF EXPENDITURES  
 FOR THE YEAR ENDING JUNE 30, 2011**

SCHOOL/CENTRE: \_\_\_\_\_

Funds received from the EMSB for 2013-2014		\$ 250.00
Balance remaining from 2012-2013		\$
<b>Deduct Expenditures:</b>		
Office Supplies	\$	
Printing/Photocopying	\$	
Transportation	\$	
Babysitting	\$	
Meeting Refreshments	\$	
Other (please specify)	\$	
<b>TOTAL:</b>	\$	\$
Balance kept in account for 2014-2015		\$

Financial statement adopted at the meeting held on: \_\_\_\_\_

\_\_\_\_\_  
 Treasurer

\_\_\_\_\_  
 Chairperson

# SECTION 5

## OPERATION

### CONTENTS

- The First Meeting of the Year
- Internal Rules
- Suggested Agenda
- What is a Good Meeting?
- Preparing the Agenda
- Notice of Meeting
- General Rules of Operation
- Public and Closed Meetings
- Prosecution
- The Minutes
- Examples of an Agenda and Minutes
- Sample of Internal Rules of Procedure

## THE FIRST MEETING OF THE YEAR

It is important that everyone feels welcome and comfortable at this meeting. If there are new members, time should be given for people to get to know each other. Providing name tags and a few refreshments helps to create a more relaxed atmosphere.

The principal presides over the first meeting of the governing board until the chairperson is elected. The chairperson is chosen from among the parent representatives not employed by the school board. Once the chairperson is elected, he/she takes over the meeting.

The appointment of the two community representatives should be one of the items on the agenda.

Internal rules of management should also be discussed. Certain rules of operation are determined by the Education Act (see pages 5.4 and 5.5) and must be respected, but governing boards are also required to establish their own rules. Some of the things governing boards may wish to consider are:

- How to notify parents and staff of the dates and times of the meetings
- The appointment of a secretary and treasurer
- Rules of procedure for meetings (duration of the meeting, time limits on agenda items, procedures for adding items to the agenda, etc.)
- Guidelines for the conduct of members (page 4.9)
- Procedures to permit members of the public to be heard at the meetings of the governing board (see page 5.6)
- How the operating budget allocated by the school board is to be used
- Procedures for calling special meetings

An example of Internal Rules of Management is included on page 5.11

Other items on the agenda will vary from school to school depending on the local situation.

A suggested agenda for the first meeting is on the next page.

## SUGGESTED AGENDA FOR THE FIRST MEETING

### SUMMERSIDE SCHOOL GOVERNING BOARD

Wednesday, October 16, 2013

#### AGENDA

1. Welcome - Principal
2. Introduction of Members (allow each member to introduce themselves)
3. Reading and Approval of the Agenda
4. Working Together as a Team - Principal
5. Refreshments and an Icebreaker
6. Election of Chairperson
7. Operation
  - 7.1 Review of Rules of Operation (as outlined in the Education Act)
  - 7.2 Approval/Modification of Internal Rules of Management
  - 7.3 Approval/Modification of Guidelines for Conduct of Members
8. Dates and Times of Meetings
9. Review of Functions and Powers

10. Discussion: Appointment of Community Representatives
11. Other Business
12. Next meeting: *date and suggested contents*
13. Adjournment

### **WHAT IS A GOOD MEETING?**

There are a number of ingredients that contribute toward a good meeting, including:

- A well-planned agenda, distributed in advance with the minutes of the previous meeting and any other documentation relevant to the agenda
- A comfortable setting
- Guidelines on conduct agreed to by all members (page 4.11)
- Regular attendance
- A good chairperson (see page 4.12 )
- Involvement of all members in the discussions
- Time limits for the length of the meeting and on agenda items
- Willingness to work as a team
- Decision-making by consensus

### **PREPARATION OF THE AGENDA**

The agenda is prepared in advance of the meeting by the chairperson in consultation with the principal and other members of the board when appropriate. Some of the standard items are the adoption of the agenda and the minutes of the previous meeting; business arising from the minutes; reports; new business. An example is on page 5.10.

An agenda should not be too long or include too many items that require lengthy discussion. It may be helpful to specify a time limit for each item so that the agenda can be completed and to indicate whether they require a decision or are consultation or information items.

Members who wish to add items to the agenda should let the chairperson know well ahead of the meeting. Items may be added at the meeting when "Adoption of the Agenda" is being considered but these should be kept to a minimum. The added item, if a new topic, should be placed under "Varia" with the understanding that it may be tabled until the next meeting when more information would be available.

### **NOTICE OF MEETING**

Meetings of the governing board are public. Section 67 states that parents and school staff are to be informed of the dates, times and place of meetings. Parents may be advised through notices and newsletters sent home with the students. The agenda should also be posted in a location in the school where staff will see it.

### **WHAT ARE THE GENERAL RULES OF OPERATION? (Education Act, Sections 56-73)**

- The governing board chooses its chairperson from among the parent members who are not employed by the school board. The term of office is one year.
- If the chairperson is absent, the governing board designates an eligible parent to act in his/her place.
- Quorum is the majority of members and must include at least half of the parent representatives.

- If the governing board is unable to hold a meeting due to a lack of quorum after three consecutive notices have been sent, with at least seven days in between, the school board may order that the powers and functions be exercised by the principal.
- Decisions are by majority vote of the members present and entitled to vote. This includes the chairperson. In case of a tie, the chairperson casts a deciding vote.
- The governing board must hold at least five meetings a year.
- The governing board informs parents and school staff of the schedule of meetings for the year.
- Meetings are open to the public; however, a meeting may be closed if the matter to be discussed could cause injury to a person.
- Minutes are recorded in a register kept by the principal or by a person designated by the principal. The register is public.
- A conflict of interest must be disclosed in writing to the principal. (See page 4.9).
- The governing board receives an annual operating budget from the school board (included in the school budget). It establishes expense rules, oversees the administration of this budget and gives an account to the school board.
- The governing board establishes its own operational rules while respecting the rules set out in the Education Act. (See page 5.1 for some suggestions).

## PUBLIC AND CLOSED MEETINGS

### GENERAL

Meetings of the governing board are public.

However, under section 68 of the Education Act, the governing board may decide that a meeting be closed to the public if a matter to be examined could cause injury to a person.

The governing board may not adopt resolutions at closed meetings since it may only study certain matters on these occasions and no minutes are recorded. Any decisions taken by a governing board must be made in public and recorded in the minutes of the meeting.

The governing board, in public and closed meetings, must act within the limits of its functions and powers and must not discuss matters not under its jurisdiction.

### PUBLIC MEETINGS

Governing boards should develop guidelines for public meetings that will allow members of the public an opportunity to speak at an appropriate time, e.g., during a question period. The public must also understand that the topics raised must be appropriate to the functions and powers of the governing board.

Matters of personnel do not fall under the jurisdiction of the governing board. Therefore the members, and more particularly the chairperson, must prevent any such matter from being presented by a member of the public at the meeting.

For example, at a governing board meeting, if a member of the public begins to complain about a member of staff, the chairperson must immediately intervene, indicate that the issue does not fall under the functions and powers of the governing board and direct the speaker to meet with the principal at another time. If the speaker persists, the chairperson would have the option of adjourning the meeting.

Copies of the agenda should be available for the public at the time of the meeting. The reverse side of the agenda could be used to give information about the guidelines for question period, the current focus of the governing board, recent or upcoming events in the school, etc., - anything that might be of interest to those attending the meeting.

### **PROSECUTION (EA, s. 72 and 73)**

Section 72 of the Education Act states, "The members of a governing board may not be prosecuted for an act performed in good faith in the exercise of governing board functions".

If a member is prosecuted by a third party for an act done within the exercise of a governing board function, the school board will defend that member. If the member is found liable for damage caused by an act done in bad faith, the school board may require repayment by the member for the legal expenses.

### **THE MINUTES**

Minutes are an official record of the business and activities of an organization.

The minutes include:

- The time and place of the meeting
- Names of members present and apologies from those absent
- Verification of the quorum
- Adoption of the agenda (with any additions)
- Adoption of the minutes of the previous meeting (with any corrections)
- The exact wording of motions (unless withdrawn) including the names of the mover and seconder
- Record of the votes
- Decisions made by consensus
- Brief references to items of discussion and reports
- Items tabled
- Time of adjournment

After approval at the following meeting, the minutes are signed by the person presiding over the meeting and the school principal or the person appointed by the principal.

The minutes must be recorded in a register kept for that purpose by the principal or by a person appointed by the principal. The register is open to the public. (EA, s. 69)

The approval of the minutes does not include the option of new wording but may include a reference to an error or omission.

The minutes do not include details of discussions.

Only members who were present at a meeting may propose the adoption of the minutes of that meeting.

The minutes must be available in French.

*A sample of an agenda for a regular meeting and the minutes of that meeting follow on the next three pages.*

## SAMPLE AGENDA FOR A REGULAR MEETING

### SUMMERSIDE SCHOOL GOVERNING BOARD

**Wednesday, November 14, 2012, 7:30 p.m.  
Staff Room, Summerside School, 12 Souris, Montreal**

#### Agenda

1. Adoption of Agenda
2. Adoption of the Minutes of the Meeting of October 11, 2009
3. Business Arising from the Minutes
  - 3.1 Guidelines for Conduct of Members
  - 3.2
4. Question Period
5. Reports
  - 5.1 Regional Parents' Committee
  - 5.2 Treasurer's Report
6. New Business
  - 6.1 Adoption of the Governing Board's Annual Budget
  - 6.2 The Educational Project
  - 6.3 Follow-Up on School's Annual Budget
7. Varia
8. Adjournment

## SAMPLE MINUTES OF A REGULAR MEETING

### SUMMERSIDE SCHOOL

Minutes of the meeting of the governing board of Summerside School held on Wednesday, November 15, 2009 at 7:30 p.m. in the staff room of Summerside School, 12 Souris, Montreal.

Present: (list names of the members of the governing board)  
Regrets: (list names of the members who sent regrets)  
Absent: (list names of absent members)  
Also present: (list names of guests, commissioner, etc. if applicable)

Approximately 12 members of the public were in attendance.

#### **1. Adoption of Agenda**

It was moved by A. Teoli, seconded by M. Frost and unanimously resolved that the agenda be adopted.

**Vote: 14-0-0**

#### **2. Adoption of Minutes of the Meeting of October 11, 2009**

It was moved by G. Woods, seconded by I. Patel and unanimously resolved that the minutes of the meeting held on October 11, 2009 be adopted as circulated.

**Vote: 14-0-0**

#### **3. Business Arising from the Minutes**

- 3.1 Guidelines for Conduct of Members: The chairperson distributed copies of the guidelines agreed to at the last meeting.

#### **4. Question Period**

A parent expressed a concern about the cost of field trips. The chairperson replied that the item would be discussed at the next meeting of the governing board.

**5. Reports**

5.1 Regional Parents' Committee

G. Woods reported on the meeting of October 11, 2009.

5.2 Treasurer's Report

M. Brisebois reported that the Board allocation is expected within the next week. No expenses have occurred to date.

**6. New Business**

6.1 The Governing Board Annual Budget

It was moved by S. Brown, seconded by M. Smith and unanimously resolved that the governing board budget be adopted.

**Vote: 14-0-0**

6.2 The Educational Project

The Educational Project was presented and members were asked to review the document and bring any questions to the next meeting.

6.3 Follow-up on the School Budget

The principal presented the adjustments to the school budget following the September 30<sup>th</sup> enrolment. It was moved by H. Jones, seconded by S. Randall and resolved that the adjustments to the budget be adopted.

**Vote: 13-0-1**

**7. Varia - none**

**8. Adjournment**

The meeting was adjourned at 9:30 p.m. on a motion by J. Landau.

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Principal and/or Secretary

**EXAMPLE OF INTERNAL RULES**

**GOVERNING BOARD**

(school name)

**RULES OF INTERNAL MANAGEMENT**

*A governing board is a legally established body, mandated by Section 42 of the Quebec Education Act. Furthermore, it is also mandated by Section 67 that rules for the internal management of the governing board shall be adopted and Sections 70 and 71 establish a standard to be followed by members of a governing board.*

1. **Composition** The governing board is composed of:  
(Section 42, EA)

- \_\_\_ parents who are not members of the school staff
- \_\_\_ members of the school staff
- \_\_\_ daycare representative (elementary level)
- \_\_\_ students of the second cycle (secondary only)
- \_\_\_ members of the community

2. **Term of Office** – The term of office of the parent representatives is two years and the term of office of the representatives of the other groups is one year.

3. **Chair**
  - **Election of Chair** – The chair is elected by the governing board from amongst the parents’ representatives who are not members of the personnel of the school board. (Section 56, EA)
  - **Term of Office** – The term of office of the chair is one year. (Section 58, EA)
  - **Meetings** – The chair presides at the meetings of the governing board (S59, EA)
  - **Substitute Chair** – Should the chair be absent or unable to act, the governing board will designate a person from among the eligible members for office to chair that meeting. (Section 60, EA)
  - **Role of the Chair**
    - The Chair prepares the agenda in collaboration with the school principal and ensures that meetings unfold in accordance with the rules of procedure that are in place.
    - The Chair maintains order and decorum at meetings. The Chair is the official spokesperson for the governing board.
4. **Quorum** – A quorum is the majority of the members in office, including at least half of the parents’ representatives.
5. **Vote** - Decisions of the governing board are made by majority vote of the members present and entitled to vote. If the vote is equally divided, the chair has a casting vote. Every decision must be made in the best interest of the students. (Sections 63 & 64, EA)
6. **Meetings**
  - ✓ Meetings are held on the school premises. (Section 65, EA)
  - ✓ Regular meetings are held \_\_\_\_\_ (must be at least 5) times per year (or once a month) from \_\_\_\_\_ p.m. to \_\_\_\_\_ p.m. and may be extended by 10 (or 15, etc) minutes by resolution.
  - ✓ The annual calendar of meetings is adopted with the plan of action and is distributed to all parents.
  - ✓ A meeting may be adjourned to a specific date and time if it appears that important business will not be concluded within the time limit of a regular meeting.
  - ✓ A special meeting may be called to consider a matter that cannot wait until the next regular meeting. A notice shall go out to the GB members and parents 4 days prior to the special meeting. If the GB is unable to hold a special meeting within the time required to consider the **urgent topic**, all members will be contacted by email or telephone to state their opinions on the urgent matter. The topic **must be voted on** at the next regular meeting of the governing board. Members cannot vote by email. *Decisions of the governing board are made by a majority vote of the members present and entitled to vote.* (Section 63, EA)
  - ✓ In order to provide a welcoming atmosphere for the public, the members of the governing board will have name cards placed in alphabetical order. The tables will be set up in a u-shape in order so that all members are facing the public.
7. **Closed Session Meetings** – The meetings of the governing board are public may move into closed session if the matter to be discussed may cause injury to a person. This is done by resolution. (Section 68, EA).

8. **Public Question Period** – A public question period is included on the agenda at the beginning or at the end of the meeting. The period will not exceed 10 minutes and is for questions to be addressed to the Chair of the governing board only. Persons interested in making a presentation must make a request to the school principal at least one week prior to the meeting.
9. **Rules of Decorum** – Members of the GB and of the public must:
- Be recognized by the Chair for the right to speak
  - Address the chair when speaking
  - Show respect for the points of view of others
  - Respect the right to speak of others
  - Refrain from speaking out of turn
  - Refrain from using profanity
  - Maintain a respectful tone at all times
10. **Reports**  
Oral reports from the principal, commissioner or regional delegate will be permitted and the GB sets aside 5 (or 10, etc.) minutes for each report.
11. **Agenda**
- The agenda is sent to the members one week prior to the meeting (by email, etc.) and is posted in the school.
  - The items are listed on the Agenda by order of priority
    - Decisional items first
    - Consultation items second
    - Information items, third
  - Items can be added to the agenda at the meeting subject to approval by the members.
12. **Minutes of the governing board**
- The minutes of the proceedings of the GB must be sent to the members with the documents for the following meeting.
  - The minutes of a meeting are approved at the beginning of the following meeting and will be modified if they are inaccurate.
  - After being approved by the GB, the minutes should be signed by the chair that adopted them and countersigned by the principal or a person designated by the principal, who keeps them in the register of the minutes.
  - The principal or a person designated by the principal is responsible for the registers and documents of the GB.
13. **Modifications to the Rules of Internal Management** – The Rules of Internal Management are reviewed in October of each school year and any modifications deemed necessary are proposed at that time. Proposals for changes to the rules must be approved by the members.

## **SECTION 6**

# **SCHOOL'S ANNUAL BUDGET**

## **CONTENTS**

- Overview of the Budgetary Process
- Development of the School Budget
- Board Based Funds and Donations (Funds 1, 4 and 5)
- School Funds (Fund 3)
- Special Funds (Fund 6)

Appendix A – Reporting to the Governing Board on the Budget

Appendix B – Sample Budget Forms

Appendix C – Sample Form for the Return of the Adopted Budget

## THE SCHOOL'S ANNUAL BUDGET

Section 95 of the Education Act states: "*The governing board is responsible for adopting the school's annual budget proposed by the principal, and shall submit the budget to the school board for approval.*"

### Overview of the Budgetary Process

- The principal must consult the Governing Board on needs in goods and services as well as improvements to the school building.
- The School Board allocates financial resources in an equitable manner among its various establishments, taking into account any social and economic inequalities as well as needs expressed by schools.
- The Board must publish criteria, objectives and principles it employs in distributing financial resources.
- The principal makes a budget proposal to the Governing Board which the latter adopts.
- The School Board approves budgets adopted by the schools and sends its budget to the Minister of Education, Leisure and Sports (MELS).
- The principal administers the school budget and reports regularly to the Governing Board.

The types of funds allocated to the schools are described on the following pages.

See Appendix A for information on reporting to the Governing Board.

See Appendix B for sample budget forms which the School Board sends to the schools in late May or early June.

**See Appendix C for a sample form for return of the adopted budget to the School Board.**

## DEVELOPMENT OF SCHOOL BUDGETS

### May/June

- Schools develop budgets for funds under the direct control of schools.
- School budgets must be *adopted* by the Governing Board.
- School budgets are then submitted to the Board for final approval by the Council of Commissioners.

### Budget Building Process

- Schools must identify revenues that will be received the following year.
- Revenues are estimated by considering the following:
  - Actual amounts already identified
  - Past years' experiences
  - Carry forwards
- Schools must identify how revenues and balances carried forward will be spent.
- The amounts are estimates and, as a result, are subject to change.

## Board Based Funds and Donations (Funds 1, 4 & 5)

### Per capita (Fund 5)

To help purchase day-to-day materials and supplies required in the running of the school.

Allocation is based on estimated enrolment in March and revised in November to reflect September 30 enrolment.

Pre-K (inner city only)	50.93
Kindergarten	50.93
Elementary	73.03
High School	106.19

\* *Unspent balances or deficits at June 30 are transferred to the following school year.*

### Buildings and Grounds Allocation (Fund 5)

- a) Caretaking materials
- b) service contracts

#### *Caretaking materials portion*

- to be used to purchase daily supplies needed for the maintenance of the school (non capital items)
- based on enrolment of September 30 of the previous year

#### *Service contracts portion*

- to be used for school repairs and service contracts issued by the school (snow removal, cartage, grass cutting)
- based on square meters in the school

\* *Unspent balances or deficits are transferred to the following year.*

### Joining Forces (Fund 1)

- Used for special projects to enhance educational success in schools.
- Allocation is determined by two factors – a base amount and a per capita amount based on the enrolment on September 30 of the previous year.

\* *Unspent amounts cannot be transferred to the following year; however, deficits must be reimbursed.*

### P.E.L.O. (Fund 1)

- Used for teaching resources and materials to operate mother tongue language courses.
- Amount is determined by Pedagogical Services and based on the number of PELO classes per school.

\* *Unspent balances are not transferred.*

### Donations (Fund 4)

- Voluntary contributions received from individuals or corporations entitled to income tax receipts
- Funds are kept in a special bank account 'in trust' on behalf of the schools
- Can only be spent on goods or services that fit the mission of the School Board (*enhance the quality of education of students*)
- Interest earned is credited to school's donations balance.

\* *Unspent balances are transferred to the following school year*

## School Funds (Fund 3)

### School Fees/Activities

Usually collected from parents and/or fundraising activities to purchase student agendas, workbooks, and printed materials throughout the year.

### Field Trips

Collected from parents or through fund raisers to help pay for transportation, entrance fees, meals, etc. related to field trips organised during the school year.

### Governing Board

School Board allocates an amount of \$250 to each governing board to cover the cost of refreshments, materials, babysitting, etc.

Funds collected through fundraising activities.

### Lunch Fees

Collected from parents whose children remain in school during lunch time and require supervision by lunch monitors.

School Board pays monitors and sends invoice to school for salary and fringe benefits.

### Daycare

Collected from parents whose children attend daycare (excluding MELS grant)

### Other

Other funds/activities that are raised by the school but not mentioned above

*\* Unspent Fund 3 balances are transferred to the following year.*

## SPECIAL FUNDS (Fund 6)

### Inner City – Operation Renewal (ICOR)

Allocation for Inner City Schools

### Supporting Montreal Schools

Supplementary allocations for Inner City Schools

### New Approach – New Solution (NANS)

Special allocation for high schools  
The overall funding has been maintained.

### Daycare Grants (MELS)

Supplementary allocations to cover the cost for salaries/fringe benefits and materials/supplies in school daycares

Allocation is based on the number of children registered on September 30<sup>th</sup> and present on a regular basis

*\* Unspent balances forwarded to following year.*

### **Homework Assistance Program**

Allocation intended to increase students' motivation with regard to their school work.

### **Wellness-Oriented Program**

Allocation intended to help students develop skills that are beneficial to their health and well-being.

*To benefit from the allocations for the Homework and Wellness-Oriented programs, schools must submit projects*

### **Practicum**

Supplementary allocation to help cover the cost of student teachers in the schools

Covers such things as substitution costs for mentor teacher and materials required by the mentor/student teachers

Based on amount per student teacher (determined by the MELS)

Board has a policy on spending of these funds

*\* Unspent balances are carried forward to following year.*

### **Others**

Start up grants

Music program (Secondary)

Nutrition grants

GST/PST refund for schools

CAP (Campaign Against Poverty – *High School only*)

Athletic grants (GMAA)

ICT Grant

## **APPENDIX A**

### **REPORTING TO THE GOVERNING BOARD ON THE BUDGET**

#### **April/May**

- The Principal reports on the Budget Building Process and consults the governing board on the school's needs of goods and services in preparation for the budget proposal.

#### **June**

- The principal proposes the school budget for the following year to the governing board based on the March 31 enrolment.
- The governing board adopts the budget which is submitted to the school board for approval.

#### **November**

- The principal reports to the governing board any adjustments to the adopted budget following the September 30 enrolment.

#### **February**

- The principal reports to the governing board on the school budgets following rollovers and allocations received.

*The day-to-day operation of the budget is the responsibility of the principal.*

SCHOOL NAME : Sample 1  
 SCHOOL CODE : 099

**BOARD BASED FUNDS & DONATIONS (FUNDS 1,4 & 5)**

		DECENTRALIZED PER CAPITA -5-1XXXX-	DECENTRALIZED CARETAKING BG -5-6XXXX-	JOINING FORCES -1-24521-	DONATIONS -4-XXXXX-	OTHERS SPECIFY	OTHERS SPECIFY	OTHERS SPECIFY
2008/09 ALLOCATION		\$30,000	\$17,000	\$5,000	\$20,000			
2007/08 EST. BALANCE		\$500	\$1,500	-----	-----	\$1,500		
<b>TOTAL FOR 2008/09</b>		\$30,500	\$18,500	\$5,000	\$20,000	\$1,500		
SALARIES & BENEFITS	1&2XX	-----	-----	\$4,500	\$19,000	-----		
TRAVEL/REPRESENTION EXP.	3XX	-----	-----	-----	-----	-----		
SPECIAL INTERNAL EVENTS	305	\$375	-----	-----	-----	-----		
MATERIALS/SUPPLIES	4XX	\$20,000	\$3,500	\$500	\$1,000	\$1,200		
SERVICES/CONTRACTS	5XX	\$8,000	\$15,000					
EQUIPMENT/FURNITURE	7XX		-----	-----	-----			
OTHER EXPENSES	8XX	\$2,125	-----			\$300		
<b>TOTAL EXPENSES</b>		\$30,500	\$18,500	\$5,000	\$20,000	\$1,500		
<b>2012/13 ENDING BALANCE</b>								

**SCHOOL NAME :** Sample 1  
**SCHOOL CODE :** 099

**SCHOOL BASED FUNDS (FUND 3 & 8)**

		<b>SCHOOL FEES/ACTIVITY</b> -3-1X00-	<b>OPTIONAL FIELD TRIPS</b> -3-1X00-	<b>GOVERNING BOARD</b> -3-79010-	<b>OTHER COMMITTEES</b> -3-790X0-	<b>LUNCH SUPERVISION</b> -3-23230-	<b>DAYCARE FROM PARENTS</b> -3-36000-	<b>S.P.F. FUND 8 - 8 - TOTAL-</b>
2008/09 REVENUES			\$2,500	\$250		\$21,000	\$16,000	
2007/08 EST. BALANCE		\$5,000				\$200	\$2,000	
<b>TOTAL REVENUES 9XX</b>		\$5,000	\$2,500	\$250		\$21,200	\$18,000	
SALARIES & BENEFITS	895-6					\$21,000	\$17,750	
TRAVEL/REPRESENTION EXP.	3XX							
SPECIAL INTERNAL EVENTS	305							
MATERIALS/SUPPLIES	4XX	\$650						
SERVICES/CONTRACTS	5XX	\$2,600	\$2,000					
EQUIPMENT/FURNITURE	7XX							
OTHER EXPENSES	8XX	\$1,250	\$500	\$250		\$200	\$150	
<b>TOTAL EXPENSES</b>		\$4,500	\$2,500	\$250		\$21,200	\$17,900	
<b>2012/13 ENDING BALANCE</b>		\$5 00					\$100	



**SCHOOL NAME:** Sample 1  
**SCHOOL CODE:** 099

**SPECIAL FUNDS (FUNDS 6&7)**

		<b>PROF. DEV. GRANT</b> -6-24510-	<b>PED. INNOV. GRANT</b> -6-24511-	<b>CURRICULUM REFORM</b> -6-55260-	<b>Reading in School</b> -6-22112-	<b>SPECIAL NEEDS SA 30204</b> -6-23424-	<b>N.T.I.C.</b> 7-22250-	<b>OTHERS SPECIFY</b>
2012/13 ALLOCATION								
SCHOOL CONTRIBUTION								
2011/12 EST. BALANCE								
<b>TOTAL REVENUES</b>								
SALARIES & BENEFITS	1&2XX							
TRAVEL/REPRESENTION EXP.	3XX							
MATERIALS/SUPPLIES	4XX							
SERVICES/CONTRACTS	5XX							
EQUIPMENT/FURNITURE	7XX							
OTHER EXPENSES	8XX							
<b>TOTAL EXPENSES</b>								
<b>2012/13 ENDING BALANCE</b>								



## 2012-2013 BUDGET

SCHOOL NAME: SAMPLE 1

SCHOOL CODE: 099

PRINCIPAL: \_\_\_\_\_

Attached please find the 2012-2013 budget that was adopted by the school's Governing Board on:

\_\_\_\_\_

Principal's  
Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Governing Board Chair's  
Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **SECTION 7**

# **ANNUAL ACTIVITY REPORT**

## **CONTENTS**

- What is an Annual Activity Report?
- Informing the Community
- Content of the Annual Activity Report
- Completing the Annual Activity Report
- Annual Report Forms and Guidelines

## THE ANNUAL ACTIVITY REPORT

Section 82 of the Education Act states: *"The governing board shall prepare and adopt an annual activity report and shall transmit a copy of the report to the school board."*

### WHAT IS AN ANNUAL ACTIVITY REPORT?

The annual activity report serves as a communication tool as well as an accountability and planning tool. The annual report can be used not only to report to the school board as required by law but also to share information with parents, the school staff and the public.

While there is no requirement for copies of the annual report to be distributed to the parents or staff members at large, you may decide to have copies available for those who wish to see it.

### INFORMING THE COMMUNITY

Section 83 of the Education Act states: *"Each year, the governing board shall inform the parents and the community served by the school of the services provided by the school and report on the quality of such services."*

This is a separate responsibility from that of the preparation and adoption of the annual report.

The key words in section 83 are *"inform"* and *"report"*. The governing board can provide information on services to the community on a regular basis through the public meetings of the governing board, newsletters, local newspaper ads, etc.

Both the educational project and the success plan must be made public. The governing board must also report annually on the evaluation of the implementation of the success plan and a document explaining the educational project and reporting on the evaluation of the success plan must be distributed to the parents and the school staff. (s. 83, para. 2, 3, 4)

## CONTENT OF THE ANNUAL REPORT

The annual report should include the following information and descriptions:

- ✓ name and address of the school
- ✓ names of the members of the governing board, the groups they represent and position, e.g., chairperson, treasurer
- ✓ number of meetings held (regular and special)
- ✓ attendance record (optional)
- ✓ message from the chairperson (optional)
- ✓ issues and concerns addressed by the governing board
- ✓ new programs, activities, services approved by the governing board
- ✓ actions taken by the governing board
- ✓ sub-committees that were established, if any, and their mandates
- ✓ method(s) used to inform parents
- ✓ plans and/or recommendations for the coming year

The annual report must be adopted by the governing board and submitted to the school board.

Please note that, once adopted, the annual activity report should be forwarded to the Director General by October 31<sup>st</sup>.

The forms and guidelines provided by the EMSB for the completion of the annual report are included on the following pages. They are forwarded to the schools in April.

## COMPLETING THE GOVERNING BOARD ANNUAL REPORT

### Members

List each member of the governing board and identify the group each member represents, e.g., parents, teachers, other staff, daycare, students, community, socio-economic, etc.

### Number of Meetings Held/Comments

Identify the number of regular and special meetings held during the year and the reasons for the special meetings.

### Chairperson's Message

This is optional but might include observations about the general assembly, the accomplishments, the challenges, the general functioning of the governing board, etc.

### Attendance Record

This is optional but will provide information to the school community that could assist them in the election or selection of members to sit on the governing board.

### Activities, Programs, Services & Issues /Actions Taken

List the major topics that were dealt with and the associated actions taken.

### Sub-Committees and their Mandates

If your governing board established sub-committees to look at issues and make recommendations, please identify.

### Informing the School Community

The school community includes parents, staff and sometimes the larger community. Briefly describe the method(s) used, e.g, newsletters, notices, etc.

### Recommendations

Indicate any recommendations for next year's governing board in terms of actions to be taken, issues to be addressed, method of operation, etc. You may wish to identify specific measures you would like the school board to take which would assist the functioning of the governing board.

## GOVERNING BOARD ANNUAL REPORT

20\_\_\_\_ - 20\_\_\_\_

Name of School: \_\_\_\_\_

Address: \_\_\_\_\_

### MEMBERS

Name	Position	Group Represented
1.		
2.		
3.		
4.		
5.		
6.		

7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		

Number of Meetings Held: *Regular* \_\_\_\_\_ *Special\** \_\_\_\_\_

Comments\*

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Chairperson's Message

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**GOVERNING BOARD ANNUAL REPORT - ATTENDANCE RECORD**

NAME	POSITION/ GROUP REPRESENTED	MEETINGS ATTENDED												TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														



8	
9	

**Sub-Committees and their mandates**

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**Informing the School Community**

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**Recommendations**

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Adopted by the \_\_\_\_\_ governing board

\_\_\_\_\_

Date Chairperson

## **SECTION 8**

# **The Management & Educational Success Agreement The Educational Project The Success Plan**

### **CONTENTS**

- A brief description of the MESA (Management & Educational Success Plan)
- A document prepared as an aid for governing boards

**NOTE: WHERE YOU HAVE REFERENCE TO MEQ SHOULD READ MELS**

## THE MANAGEMENT & EDUCATIONAL SUCCESS AGREEMENT (MESA)

The MESA Action Plan is developed and implemented by each school in conjunction with the five strategic goals set from MELS and as outlined in the school board Partnership Agreement. The goals to be addressed by all schools in their MESAs are:

- 1- To increase student certification and qualification rates for students under the age of 20
- 2- Improve the quality of French and English instruction
- 3- To improve student retention and success rates of certain target groups, particularly students with handicaps, social maladjustments or Learning disabilities
- 4- To Promote a Healthy and Safe Environment
- 5- To increase the number of new registrants under the age of 20 years old in vocational and adult education

Every school already implements a school success plan. The MESA action plan differs from the success plan in that schools have to set for themselves measurable objectives and targets for improvement that must take into account the goals and objectives that are in the school board's Partnership Agreement. This process ensures alignment of all strategic goals at all levels: MELS-school board and schools and ensures a clear focus for improvement.

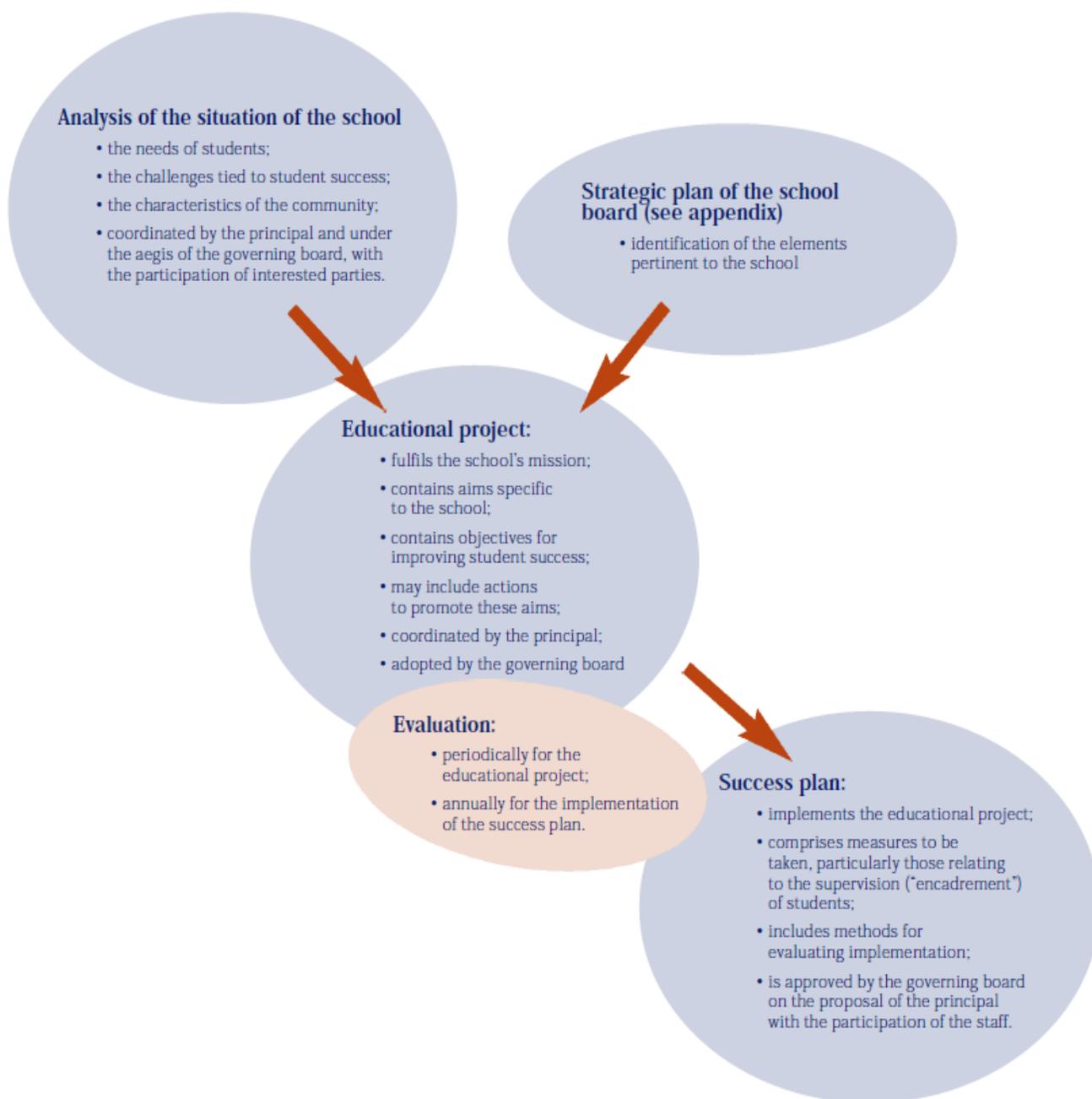
Using student achievement data; schools identify areas of strengths and weaknesses and prioritize areas where improvements are needed. Targets for improvements are then determined and specific strategies are selected.

A draft of the management and educational success agreement must be submitted to the governing board for approval after consultation with the personnel of the school.

At the end of the school year, every school will evaluate whether or not they have met their targets for improvement through analysis of student achievement data and determine if their strategies were successful. An annual report will be drafted by the school administrator and the personnel of the school and will be presented to the Governing Board for approval in early fall.

# Educational project and success plan

## *New provisions of the Education Act*



# Analysis of the situation

The analysis of the situation prevailing at the school is a **prerequisite** to the development of the educational project. With the relevant aspects of the school board's strategic plan, it forms the basis on which the educational project is adopted, implemented and evaluated (Art. 74).

## 1 • *What is the analysis of the situation?*

The law stipulates the elements this analysis should include (Art. 74). The governing board must, in particular, consider:

- the needs of the students;
- the challenges tied to student success;
- the characteristics and expectations of the community served by the school.

There is no reason why the analysis cannot include other elements, but the **school can confine itself to only those elements specified in the law**. At the same time, **there are a number of items** relating to staff (management, training, etc.) and pedagogical supervision **that should not figure in the analysis**, since they are an administrative prerogative. Similarly, matters concerning individual and collective professional autonomy, as recognised by law, should not be included.

However, the administration, with the participation of the school team, may feel it important to include in the analysis of the situation information regarding school-team initiatives that it wishes to communicate to the GB.

Throughout this operation, **the primary objective should be kept in mind: to enable the school to better fulfil its mission** to educate, socialize, and qualify students, while respecting the principle of equality of opportunity (see definitions on p. 10). The evaluation should therefore focus on those elements.

## 2 • *Who conducts the analysis of the situation?*

The law defines responsibilities in this as well as a number of procedural obligations.

- **The governing board is responsible for analysing the situation** of the school (Art. 74);
- The GB must ensure participation of all interested parties (Art. 74);

- **The GB must encourage dialogue** and concerted action amongst these groups (Art. 74);
- **The principal coordinates** this analysis and encourages the desired concerted action (Art. 96.13, para. 1°).

The GB is not required to adopt this analysis. It serves rather as a common vision, a consensus the GB arrives at prior to proceeding with discussion and adoption of the educational project.

## 3. *What does the analysis of the situation contain?*

It is the principal's responsibility to coordinate the collection of the necessary information. However, the GB should be involved from the very beginning to provide its point of view on the matter. **This process can occur in various phases**. One could, for example:

- define the elements to be considered, the process, and the timeline;
- proceed with the collection of data and prepare a draft analysis;
- discuss the draft analysis in the GB.

**Information on the themes specified in the law can be gleaned from various sources** using a variety of means. Such information can then be tabulated on the worksheet provided for that purpose. Since this information could be useful in the evaluation of the success plan, **it is important to note the year to which data pertain** in order to ensure the validity of the evaluation.

**Using these data, the GB proceeds with the analysis of the situation** by identifying the strengths and weaknesses of the school and identifying certain priorities in the development or revision of the educational project.

**The following table summarises the main themes on which the law requires the analysis to be based**. It also includes examples of possible sources of information that may be useful. Based on the needs of the community, other themes and sources may be added. In some cases, it may be useful to compare people's perceptions with the data that have been gathered.

Table 1: *Analysis of the Situation of the School*

Theme of analysis	Source of information
<p>— Socio-economic context of the school</p>	<p>— Information provided by the school board or the MEQ; additional local observations may be added.</p>
<p>— Characteristics of the community:</p> <ul style="list-style-type: none"> <li>• ethno-cultural diversity;</li> <li>• community resources;</li> <li>• size of territory;</li> <li>• involvement of parents;</li> <li>• <i>etc.</i></li> </ul>	<p>— Some information provided by the school board, but most will arise from knowledge of the community by the various groups, on the basis of their particular concerns.</p>
<p>— Expectations of the community</p>	<p>— Consultation of GB, parents, staff, students and the community at large.</p>
<p>— Needs of students, according to the characteristics of the community:</p> <ul style="list-style-type: none"> <li>• consideration of diversity;</li> <li>• needs in services;</li> <li>• special problems: nutrition, homework, physical activity, <i>etc.</i>;</li> <li>• <i>etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Information regarding the school or the community;</li> <li>• availability of student and complementary services;</li> <li>• analysis of GB on strengths and weaknesses of the school;</li> <li>• consultation of various groups on the basis of their particular concerns and expertise;</li> <li>• short questionnaire circulated to parents, students and staff.</li> </ul>
<p>Challenges tied to student success, with regard to the school's mission:</p> <ul style="list-style-type: none"> <li>• instruction: local programmes, enrichment, difficulties encountered, <i>etc.</i>;</li> <li>• socialisation: violence, climate in the school, absenteeism, citizenship;</li> <li>• qualifications: academic delays, graduation rate, pass rate from one cycle to another;</li> <li>• equality of opportunity: based on socio-cultural origins, handicaps, socio-economic circumstances;</li> <li>• <i>etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Consultation of staff regarding students' particular difficulties, as within the purview of the GB;</li> <li>• school data regarding violence, climate (instruments are available), absenteeism;</li> <li>• MEQ data regarding delays and graduation rates, analysed in the context of the school reality;</li> <li>• differentials in success on the basis of sex or origin;</li> <li>• <i>etc.</i></li> </ul>

# The educational project

The school has already adopted an educational project. The changes in the law, however, **require that schools review the content** of their projects in light of those changes.

## 1 • *What is the educational project?*

The law describes the principal content of the educational project (Art. 36, 36.1, 37):

- **it targets the fulfilment of the school's mission** — to educate, socialize and qualify students, in respect of the principle of equality of opportunity (see note, p. 10);
- **it includes the aims specific** to the school;
- **it contains the objectives for improving student success**, success being understood in the broadest sense of the mission;
- **these aims and objectives target the implementation**, the adaptation and the enrichment of the **national framework** ("cadre national") defined by the law, the basic school regulation and the programmes of study established by the Minister;
- **it may include actions to promote these aims** and integrate them into the life of the school;
- **it must respect the freedom of conscience** and religion of students, parents and staff.

In contrast to the previous requirements, the educational project must contain aims and objectives; it may also include specifically defined actions. It no longer, however, includes measures for ensuring implementation, as these now form part of the success plan.

## 2 • *Who is responsible for the development of the educational project?*

The law is clear regarding the process for the development and adoption of the educational project:

- **the principal coordinates its development**, implementation and periodic evaluation (Art. 96.13, para. 1.1<sup>o</sup>);
- **the governing board ensures that all interested parties have the opportunity to participate** in the process (Art. 74) and the principal assists in this responsibility (Art. 96.13);
- **The GB adopts the educational project** based on the analysis of the situation of the school and the school board's strategic plan (Art. 74);

- **The GB oversees its implementation** and conducts a periodic evaluation (Art. 74);
- **The GB publicises it** and ensures that an explanatory document written in clear and accessible language is circulated to parents and to members of staff (Art. 83).

## 3 • *What does the educational project contain?*

Given the importance of the educational project to the life of the school and the role the GB plays in its development and adoption, it is desirable to proceed in phases. Each school already has an educational project, containing its particular aims. **The first step should involve consideration of whether these aims should be reviewed** in light of the evaluation made of them, of the analysis of the school's situation and of the school board's strategic plan.

**Once these aims have been determined, the objectives** to be included in the educational project **can be considered**. If the GB considers it appropriate, actions to promote these aims and integrate them into the life of the school can be initiated.

### a) The aims

**The aims of the school are intended to give the prescribed mission a local character**. As such, they can focus on one particular aspect of the mission or interpret it in light of local realities. **They should also stress particular values, the philosophy of the school**, or certain qualities that the school attempts to develop in its students.

**The existing educational project** already contains the aims of the school:

- **Are the current aims clear** and precise?
- Are the values to be stressed identified?
- Does the project respect the national framework and the principle of equality of opportunity?
- **Are there elements that should be reviewed** in light of the analysis of the situation or the evaluation of the existing project?

**These aims must now also take the school board's strategic plan into account**. It is up to the school to decide, in light of the analysis it has made of the situation, on the need or not to include a particular strategic orientation of the school board. The interpretive document The New Provisions of the Education Act provides examples showing how these various aims go together.

## b) The objectives

**The objectives are intended to improve student success.** They should be defined in terms of the school's particular aims as well as on the basis of the analysis of the situation and those elements deemed relevant in the school board's strategic plan. **"This means that it supports the school's threefold mission** – to educate, socialise and qualify students while respecting the principle of equal opportunity." (*The New Provisions...*, p. 4)

**These objectives are not necessarily quantifiable.** It all depends on the elements that have been identified. As the interpretive document explains, **it is the GB's function to identify these**, taking into consideration their compatibility with those of the school board. In any event, **they should be defined in such a way as to permit evaluation of progress.** However, the means for such objectives should not be specified, since they are a function of the success plan.

The accent should be placed on those elements over which the school has the most control and on those factors which most affect the mission of the school. The goal of the GB should be to reinforce the dynamism of the school team as well as the cooperation of parents in the community in pursuit of the school's mission.

For example, **the following concerns could be addressed:**

- absenteeism;
- the amount of time students spend at paid employment;
- the extracurricular activities offered by the school;
- verbal or physical violence;
- integration of students from cultural communities;
- parent participation;
- persistence at critical stages in secondary;
- differentials between boys and girls based on given indicators;
- academic delays;
- intercultural education;

- interest in reading;
- practices relating to the school's particular aims.

## c) Actions for heightening awareness

As the interpretive document makes clear, **"the GB has the discretion to include such actions"** in its educational project. These actions are specific. They are not intended to implement the educational project (which is the function of the success plan), but to promote its aims and ensure their integration into the life of the school.

They may include:

- school beautification;
- elements to identify the school in its contacts with parents and the community;
- creating awareness in the community of the school's aims;
  - information in the student agenda;
  - information provided at parents' meetings.

## 4 • Evaluation of the educational project

Evaluation of the educational project should be conducted periodically but not on an annual basis.

**The frequency should be determined by the GB**

taking into account local needs.

**The GB may employ a variety of evaluation methods:**

discussion at the GB, a questionnaire circulated to parents, the views of staff and students, *etc.*

**Meanwhile, the GB should pursue its analysis through evaluation of the implementation of the success plan** and, on that basis, make its annual report to the community. The definition of objectives in such a way that progress can be evaluated will facilitate the development of the success plan, which can in turn be used to evaluate progress.

Evaluating progress can be done in a variety of ways. It is up to the GB to select the means, always keeping in mind that the objective is the success of the students.

## Note on the mission of the school

The definition of the mission of the school is found in the MEQ's policy statement *Québec Schools on Course* and restated in the *Québec Education Program*:

### **PROVIDE INSTRUCTION, with renewed conviction**

"Schools play a vital role in the transmission of knowledge. To reaffirm this purpose, we must recognise the importance of students' intellectual development and mastery of knowledge. In today's knowledge-based society, the development of students' minds must be a priority for all schools.

### **SOCIALISE, in order to learn how to live together better**

"In a pluralistic society such as ours, schools bring people together. Our schools must not only help students develop a feeling of belonging to the community but also teach them how to "live together." In doing this, they must pay attention to students' con-

cerns about the meaning of life. They must promote the fundamental values of democracy and prepare our youth for their role as responsible citizens. They must likewise prevent exclusion, a phenomenon which jeopardises the future of too many young people.

### **PROVIDE QUALIFICATIONS, through a variety of options**

"Schools are responsible for enabling all students to undertake and successfully complete studies or to integrate into society after having mastered occupational skills. For this purpose to be fulfilled, the State must set the standard basic curriculum and education institutions must diversify their offerings to suit the interests and abilities of students, particularly beyond the compulsory basic portion of their education. The time has come to pay closer attention to student guidance and counselling and to reinstate vocational education as a valid educational option.

Equality of opportunity implies that the school, among other things, commits greater resources to certain categories of students and their parents so that all have an equal chance to succeed. Respect for the principle of equality of opportunity thus implies that the GB will take decisions that are in the interest of educational success for all of the students collectively.

# The success plan

The law now requires each school to have a success plan. It specifies the goals of the plan, the elements it should include and the procedure for its development.

## 1 • What is a success plan?

The success plan is a tool for implementing the educational project. The law stipulates that it include (Art. 37.1):

- the measures appropriate to the aims and objectives of the educational project;
- particularly, the procedures for the supervision ("encadrement") of students;
- the methods for evaluating its implementation.

The success plan is normally intended to cover a period of several years, though it should be reviewed and, if necessary, updated annually.

## 2 • Who is responsible for developing the success plan?

The law stipulates:

- that the school principal coordinate the development, the review and any updating of the success plan (Art. 96.13, para. 1.1°);
- that the principal prepare a proposal with the participation of members of staff in accordance with the procedures established by the persons concerned at general meetings called for that purpose by the principal (Art. 77);
- that the GB approve the plan (Art. 75);
- that the GB report annually to parents and school staff on the evaluation of the implementation of the success plan (Art. 83).

## 3 • What should the success plan include?

The success plan is related to the aims and objectives of the educational project and describes the means to implement them. The plan should be restricted to matters within the school's competence. It should also define the evaluation methods that will apply to the entire plan.

With regard to the required procedures for student supervision ("encadrement") in the success plan, the majority of schools already have a supervision ("encadrement") policy. Consequently, it should not be necessary to start from scratch. The principal might wish, once evaluation and analysis have occurred, to develop with staff a proposal to continue the same policy, in whole or in part, as part of the success plan to be submitted

for approval by the GB. Two questions should be considered here taking into consideration the analysis of the school's situation:

- Is the supervision ("encadrement") policy satisfactory?
- Are there elements that should be added to or removed from the policy?

## 4 • Evaluation

The law prescribes three elements for the evaluation of the success plan:

- the plan must include methods for evaluating its implementation (Art. 37.1);
- the GB must report annually on the evaluation of the implementation of the success plan (Art. 83);
- a document explaining the evaluation of the implementation of the success plan must be distributed to parents and the staff (Art. 83);

The evaluation of the implementation of the success plan implies evaluating whether the measures provided in the plan have been put in place; the plan should specify the methods of evaluation to be used. It is then up to the GB to report.

It also involves evaluating whether the measures in place have been effective. This evaluation should not involve the bureaucratisation of school life to the extent that it consists of nothing more than completing questionnaires or acquiring data. Instead, as simple a system as possible should be devised to determine whether the success plan has been effective. A variety of evaluation instruments are possible: statistical data, the GB's analysis, consultation with parents, staff and students, etc.