

# Governing Board Workshop Schools-Centres 2022-2023

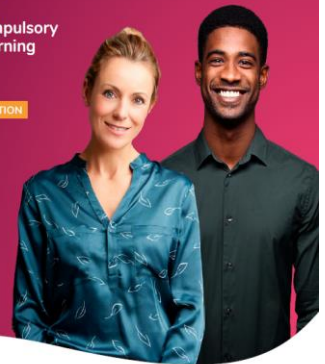
**MOVING  
AHEAD  
TOGETHER**

**ALLEZ  
DE L'AVANT  
ENSEMBLE**

NOTEBOOK FOR GOVERNING BOARD  
MEMBERS AND ADMINISTRATORS  
OF EDUCATIONAL INSTITUTIONS

Part 2 of the compulsory  
training for governing  
board members

MINISTÈRE DE L'ÉDUCATION  
DU QUÉBEC



Votre  
gouvernement

Québec



COMMISSION SCOLAIRE  
**Eastern Townships**  
SCHOOL BOARD

## Content adapted from

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- **English version** Services linguistiques en anglais Direction du soutien au réseau éducatif anglophone Ministère de l'Éducation



## Training developed by the *Ministère de l'éducation* in collaboration with partners from the education system: (Eric)

- Association of Administrators of English Schools of Quebec (AAESQ)
- Association des directions générales des centres de services scolaires (ADIGECSS)
- Association of Directors General of English School Boards of Québec (ADGESBQ)
- Association montréalaise des directions d'établissement scolaire (AMDES)
- Association québécoise des cadres scolaires (AQCS)
- Association québécoise du personnel de direction des écoles (AQPDE)
- Centrale des syndicats du Québec (CSQ) and its three federations in the education sector: Fédération des syndicats de l'enseignement (FSE-CSQ)
- Fédération du personnel de soutien scolaire (FPSS-CSQ)
- Fédération des professionnelles et professionnels de l'éducation du Québec (FPPE-CSQ)
- Confédération des syndicats nationaux (CSN): Fédération des employées et des employés de services publics de la CSN (Secteur scolaire-FEESP CSN)
- English Parents Committee Association (EPCA)
- Fédération autonome de l'enseignement (FAE)
- Fédération des centres de services scolaires du Québec (FCSSQ)
- Fédération des comités de parents du Québec (FCPQ)
- Fédération québécoise des directions d'établissement d'enseignement (FQDE)
- Québec English School Boards Association (QESBA)
- Regroupement des comités de parents autonomes du Québec (RCPAQ)



## THIS NOTEBOOK CONTAINS:

- **diagrams showing the specific features of governing boards** in elementary and secondary schools, on the one hand, and in adult education and vocational training centres, on the other
- a description of the **roles and responsibilities of board members** along with those of principals and directors of educational institutions
- a **list of the governing board's powers**, roles and collaborators
- a **calendar with a breakdown of topics** to be covered during the school year
- a memory aid to help stakeholders distinguish between **the two main powers** of a governing board, which are “to adopt” and “to approve”

And more...



# Objectives

- ✦ To outline the principal rules concerning **the composition and operation of the Governing Board** (GB).
- ✦ To provide information on the **mandate** and the **types of powers of the GB**.
- ✦ To outline the principal rules concerning **chairing a Governing Board**.
- ✦ To **increase the efficiency** of the Governing Board.





## Governing Boards (GB)

- ✦ On July 1, 1998, linguistic school boards were formed as part of a wide reform of the educational system in Quebec.
- ✦ GBs are a component of the educational reform. They were created to decentralize powers so that they are concentrated at the school level.



## Governing Boards (cont.)

- ✦ A Governing Board is a group of people, either **elected** or **appointed**, who are genuinely interested in education.
- ✦ **Every member has or should have the same goal, which is to promote student success.**
- ✦ The Governing Board has an important role to play in interpreting and achieving school success through the school's **educational project**.



# Why are we here?

There is only one reason:

✓ For the students!

Every decision of the governing board must be made in the best interests of the students (EA 64).





# General Assembly



# General Assembly and Election of Governing Board Members- Schools

- ✦ 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. (EA 47).



# General Assembly and Election of Governing Board Members (cont.)

**All representatives must be elected by September 30<sup>th</sup>**

- ✦ The general assembly of parents:
  - ✓ elects parent representatives, substitutes and alternates (EA 47-51.1);
  - ✓ decides if it wishes to form a PPO, decides on the number of members and elects them (EA 96).
- ✦ Staff members hold meetings in September to elect their representatives and substitutes (EA 48, 49, 50, 51.1).
- ✦ Students are appointed by the students' council or the association representing the students; if they do not exist, students meet in September to elect their representatives and substitutes (EA 51, 51.1).

\*The community representatives are not appointed by the General Assembly; therefore, they are not included in the September 30<sup>th</sup> timeline.



# General Assembly Agenda

- 1) **Adoption of the agenda**
- 2) **Nomination of the General Assembly Chair**
- 3) **Nomination of the General Assembly Secretary**
- 4) **Adoption of the minutes of the last General Assembly of Parents**
- 5) **Business arising**
- 6) **Governing Board Annual Report deposited (EA 83)**
- 7) **Information about opportunities for parents participation-Governing Board (GB), (composition, functioning, number of parents to be elected (EA 42 ...) substitutes?**
- 8) **Information about Parents' Committee (PC) (composition, functioning, election of the school representative at Parents' Committee (EA 189 ....)**
- 9) **Information about Parent Participation Organization (PPO) (Does the General Assembly want one? role, composition, functioning and members nomination (EA 96..)**



# General Assembly Agenda (cont.)

**10) Adoption of the election rules**

**11) Nomination of the President of Election and 2 scrutineers**

**12) Election of the Governing Board members and substitutes** (if apply)-one year? and two years mandates

**13) Election of the representative for the Parents' Committee and an alternate** (EA 47).

**14) Election of the members of the Parent Participation Organization-PPO** (EA 96).

**15) Information from the Principal** (Educational Project, events, etc.)

**16) First Governing Board meeting date**

**17) Adjournment**



# Composition and Operation of the Governing Board Schools





# Governing Board Composition-Schools

Ref. p.6

- ✦ The composition of the GB is **determined by the school board** (EA 43).
- ✦ The total number of seats for staff representatives **must be equal** to those for parents' representatives (EA 43).



# GOVERNING BOARD OF A SCHOOL

This diagram provides an overview of the composition of a school governing board. The exact composition may vary from school to school. It is important to refer to the *Education Act* in all circumstances.

Ref. p.6



# Governing Board composition- Schools

Ref. p.6

**GBs must be composed of no more than 20 members (EA 42):**

- ✓ At least four parents;
- ✓ At least four school staff members (two must be teachers);
  - ✓ including one daycare representative (if elementary level)
- ✓ Two students (if high school level-cycle2);
- ✓ Two community representatives (who are not members of school staff).

\*Schools with fewer than 60 students: The school board may, after consulting the parents and staff, vary the rules governing the composition of the GB (EA 44).



# Governing Board Composition

## Community Representatives

Ref. p.6

- ✦ These are appointed by the Governing Board as a whole upon their suggestion and invitation.
- ✦ Not required to have them.
- ✦ Should bring value to the Governing Board and not just there to fill a seat.



# Governing Board Operation-Schools

Ref.p.6

- ✦ Parents, students and staff members can vote.
- ✦ Representatives of the community and the principal cannot vote.
- ✦ The term of office for parent representatives is **two years** (EA 54);
- ✦ The term for representatives from other groups is **one year** (EA 54).
- ✦ The Principal ensures that the proposals required are prepared and submitted to the GB and that the GB is provided all necessary information before making decisions.



## Substitutes

- ✦ Since July 1, 2017, it is possible (but not mandatory) for each of the groups represented on the governing board to elect or, in the case of secondary school students, to appoint substitute members to replace their representatives when the latter cannot attend a meeting.
- ✦ This election must be held at the same time as the election of the representatives of each group.
- ✦ The number of substitute members cannot be greater than the number of governing board members. (EA.51.1).
- ✦ The intention is NOT to put together teams that will take turns on the governing board. People who want to be elected as representatives must always do so with a continuous commitment in mind!





# Substitutes

- ✦ The role of a substitute is to replace a member when he or she cannot attend a governing board meeting. The substitute then assumes the duties and powers of the person he or she replaces.
- ✦ However, section 60 states that if the chair is absent, the governing board must designate a person from among the members who are eligible for the office of chair (must be a parent) to chair the meeting. Therefore, a substitute parent who is asked to replace the chair does not assume, de facto, the role of the chair.



# Observers

- ✦ Do not take part in GB meetings.
- ✦ Are given an opportunity to ask questions during question period.



# Vacancy

- ✦ A member is replaced only when there is vacancy created by a resignation.
- ✦ A vacancy resulting from the departure of a parent representative is filled by a parent appointed by the other parent representatives until the end of his or her term (EA 55).
- ✦ Also, the role of substitute members is not to fill vacant positions on the governing board.



# Quorum

**A majority of the members** of the GB, who are in office, including **at least half the parents**, is a quorum of the GB (EA 61).



## Example of Quorum

A GB consists of 13 members	A quorum consists of seven members
Six parents	Three parents (half)
Four teachers	Two teachers
One member of support staff	
One daycare worker	One daycare worker
One community representative	One community representative



## Example of Quorum

A GB consists of 10 members	A quorum consists of five members
Four parents	Two parents (half)
Two teachers	One teacher
One member of support staff	One support staff
One daycare worker	One daycare worker
Two community representatives	No community representatives*

\*In this situation, the GB had the possibility of having 10 members. There were only 8 active members due to the fact that no community members came forward. Quorum is now based on 8 members.





# Composition and Operation of the Governing Board Centres



# GOVERNING BOARD OF A CENTRE

(vocational training centre and adult education centre)

This diagram provides an overview of the composition of a centre governing board. The exact composition may vary from centre to centre. It is important to refer to the *Education Act* in all circumstances.

p.7



## Governing Board Composition- Centres

Ref. p.7

- ✦ **The governing board shall have not more than 20 members (EA 102)**
  - students attending the centre, elected by their peers
  - at least four members of the staff of the centre (must be two teachers) and one non-teaching professional staff member and one support staff member, elected by their peers;
  - at least two persons appointed by the school board after consulting with the socio-economic and community groups in the territory principally served by the centre;
  - in the case of a vocational training centre, at least two parents of students attending the centre;
  - at least two persons appointed by the school board from within enterprises of the region which, in the case of a vocational training centre, operate in economic sectors corresponding to the vocational education programs offered by the centre.



## Governing Board Operation- Centres

Ref. p.7

- ✦ The term of office of members of the governing board is two years (EA102).
- ✦ The members of the governing board shall remain in office until they are reelected, reappointed or replaced.
- ✦ The Council of commissioners shall determine the number of representatives of each group on the governing board after consulting with each group (EA 103).
- ✦ The total number of seats for staff representatives must not exceed the total number of seats for representatives of other groups.
- ✦ At least five (5) GB meetings per school year



## Governing Board Operation (cont'd)

- ✦ The principal shall take part in meetings of the governing board but is not entitled to vote (EA 105).
- ✦ The fact that the representatives of a group fall short of the required number shall not prevent the formation of the governing board (EA 106).



## Quorum

- ✦ **A majority of the members** in office is a quorum of the governing board (EA 107.1).



# Role and responsibilities of the Governing Board



# Ethical considerations

Ref. p.8

- **Acting with care** involves tailoring your interventions and closely examining proposals.
- **Acting with prudence** means avoiding interventions that could cause harm or damage.
- **Acting with diligence** means acting promptly and assiduously within the time requested.





# Ethical considerations

Ref. p.8

- **Inform the principal or director of the educational institution in writing of any direct or indirect business interests** that could bring your personal interests into conflict with those of the institution. In such cases, abstain from voting, ensure that you do not unduly influence the decision-making process, and recuse yourself from related discussions.
- **Act in a responsible and ethical manner** before, during and after meetings and for the entire duration of your mandate.
- **Assume a share of the responsibility for the climate** required to start discussions, and **make decisions in a spirit of collegiality.**
- **Recognize that, in almost all cases, proposals submitted to the governing board are the result of a development process (collaborative work)** involving the staff members concerned and the administration, in compliance with the legal requirements.

For additional information, see the List of governing board powers.

# Role and responsibilities of the Governing Board

Ref. p.9

The **parent members** represent the parents of children at the school, and the **teacher members** represent the teachers at the school.

The same goes for the **professional and support staff, as well as for the student members** who represent the student body.

As a member, you express your views always with regard to the individuals that you were elected or appointed to represent.



# Role and responsibilities of the Governing Board

(cont'd)

Ref. p.9

Communicate in a constructive manner relevant to the topic or proposal in question, in other words, be:

- **in listening mode** when other members are speaking
- **in questioning or proposing mode** when you are speaking
- **in problem-solving or decision-making mode** when you need to take a position



# Role and responsibilities of the Governing Board

(cont'd)

- ✦ The Education Act divides the powers and responsibilities of the school between the GB and the principal and staff members;
- ✦ The GB powers are defined in the Education Act (EA 74-95) while those of the principal are formulated in more general terms (EA 96.12, 13, 26);
- ✦ The GB discusses general orientations;
- ✦ The GB recognizes the collective power of the teaching staff regarding questions of a pedagogical nature and respects the teacher's professional autonomy to select their own instructional methods;



# Role and responsibilities of the Governing Board

(cont'd)

- ✦ The GB works in the students' best interests;
- ✦ The GB encourages cooperation among people having an interest in the school;
- ✦ The GB meetings are public (EA 68).



# Expected attitudes and competencies

(Daniel)

Ref. p.10

## ✓ ATTENDANCE AND INVOLVEMENT

- ✓ Be present
- ✓ Read and take notes
- ✓ Consult the people you represent
- ✓ Take part in all consultations requested by the school board

## ✓ RESPECT, COMMUNICATION AND ACTIVE LISTENING

- ✓ Respect the internal management rules of your GB.
- ✓ Respect each member's time and right to speak
- ✓ Ask questions relevant to the topic of discussion
- ✓ Express your opinion or point of view clearly and succinctly while recognizing that personal matters cannot be addressed at GB meetings, just like topics that do not fall within the GB's area of expertise.



# Expected attitudes and competencies

Ref. p.11

## ✓ **TEAMWORK AND RECOGNITION**

- ✓ Recognize the benefits of working in partnership.
- ✓ Highlight the initiatives and achievements of the community.
- ✓ Recognize and value the personal commitment of all governing board members

## ✓ **DEMOCRATIC SPIRIT AND LOYALTY**

- ✓ Recognize that all governing board decisions require the support of the majority of the board members who are present when decisions are made and who are entitled to vote (while there may be a consensus, all members must have had an opportunity to express their views on the proposal in question).
- ✓ Avoid conflicts but accept disagreements, compromises and dissidence (e.g. while you may not be in favour of a proposal and may even disassociate from it, you can still respect the board's decision).



# Expected attitudes and competencies

Ref. p.11

## ✓ **KNOWLEDGE**

- ✓ Know how governing boards work and be familiar with their internal management rules
- ✓ Have a general knowledge of the powers of a governing board (see the list of powers and the calendar for the topics to be covered).
- ✓ Know the role and responsibilities of the board chair as well as those of the principal or director of the educational institution.
- ✓ Understand the difference between the power to adopt and the power to approve.
- ✓ Know the strengths and challenges of the educational institution and the respective roles of the members of the school team and the centre team.
- ✓ Know the broad outlines of the Education Act and the respective basic regulation as it applies to students, young people or adults.





# The Chairperson



# Election of the Chairperson

(Daniel)

- ✦ Schools-The GB chooses its chair from among the parents' representatives on the GB who are not members of the personnel of the school board.
- ✦ Centres-The governing board shall choose its chair from among the members appointed or elected who are not staff members or students (EA 107).
- ✦ The term of office of the chair is one year (EA 56 & 58).



# Role and responsibilities of the Chairperson

Ref. p.12

The role of the Chairperson (EA 56-60):

- ✦ The Education Act provides the GB Chair with only one function: chairing the meetings;
- ✦ In reality, he/she has many other responsibilities.

In a partnership the Chair plays an important role amongst the members of the GB and external relationships.



# Role and responsibilities of the Chairperson

Ref. p.13

- ✦ Prepares the meetings with the principal.
- ✦ Presides over meetings of the GB (EA 59).
- ✦ Follows the agenda, confers the right to speak, prepares a summary of opinions and ensures that a decision is made.
- ✦ In collaboration with the principal, calls the annual general assembly (EA 47).
- ✦ Has the deciding or casting vote in the event of a tie (EA 63).
- ✦ Is free to vote for or against the motion, regardless of the way he or she voted previously.
- ✦ Acts as spokesperson for the GB at the school board or during public relations activities.



# Qualifications of the Chairperson

- ✦ Not an employee of the school board;
- ✦ Has leadership skills;
- ✦ Is elected by all GB members at their first meeting;
- ✦ In the absence of the Chair, GB members designated from the other parents who will replace him/her;
- ✦ One year mandate.

Works to ensure the success of ALL the students!



## What Constitutes a Good Chair?

- ✦ Is well prepared for the meeting;
- ✦ Respects the rules of internal procedure; keeps a speaker list, keeps order and ensures speakers remain on topic;
- ✦ Listens attentively and encourages all members to speak up and explain their views;
- ✦ Clarifies interventions and summarizes the various opinions;
- ✦ Speaks no more than is necessary, but helps to clarify and gives information;



## What Constitutes a Good Chair? (cont'd)

- ✦ Ensures that all pertinent information circulates properly to all members;
- ✦ Develops a good working relationship with the school principal;
- ✦ Team Player;
- ✦ Never forgets the needs of the students.



# Role and responsibilities of the principal and centre director

Ref. p.14

## ETHICAL CONSIDERATIONS

- ✓ Provide the chair with sufficient support in the exercise of their functions ›
- ✓ Ensure that members have all the information they need to make good decisions and that this information is clear and conducive to real understanding.
- ✓ Maintain regular communication with the chair





# Role and responsibilities of the principal and centre director

Ref. p.14

- ✓ Prepare and hold the general assembly for parents together with the board chair.
- ✓ Preside over the board until a chair has been elected (if applicable).
- ✓ Ensure that the members have disclosed, in writing, any direct or indirect business interests.
- ✓ Ensure that a file of the minutes is kept and countersign the minutes with the person acting as chair.
- ✓ Ensure that all the GB's decisions are applied.
- ✓ Assist the GB in exercising its functions and powers, namely:
  - ✓ Coordinate the analysis of the institution's situation as well as the development, implementation and periodic evaluation of its educational project.
  - ✓ Coordinate the development, revision and, if necessary, the updating of the anti-bullying and anti-violence plan.



# Role and responsibilities of the principal and centre director

Ref. p.15

- ✓ Ensure that the board receives the information it needs before making decisions.
- ✓ Transmit to parents all documents that the GB would like them to see.
- ✓ Foster cooperation among parents, students and staff as well as their involvement in the life of the institution and students' educational success.
- ✓ Consult the GB regarding the requirements of the institution as regards goods and services, and of any required improvement, equipment, construction, conversion or repair of the premises or immovables placed at the disposal of the institution.
- ✓ Draw up the institution's budget, submit it to the governing board for adoption, ensure that it is implemented, and report on its implementation to the board.
- ✓ Facilitate the creation of sub-committees, if necessary.
- ✓ Give feedback on follow-ups indicated in the minutes of meetings.
- ✓ Together with the chair and if necessary, reframe discussions should the topic exceed the GB's mandate (e.g. pedagogical issues or human resources).



## Conflict of Interest Form (EA 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;
  - ✓ 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.



# Rules of Internal Management



# Rules of Internal Management

- ✦ Required by the Act (EA 67) to have such rules;
- ✦ The GB establishes its own rules of internal management;
- ✦ These are created or changed at the first meeting of the GB (if needed);
- ✦ Have to be reviewed every year;
- ✦ These rules should reflect the needs of the members of the GB and should be reviewed every year;
- ✦ Must provide for at least five (5) meetings.



# Rules of Internal Management

## ✦ Should include:

- ✓ Date, time and place of meetings
- ✓ Calling of the meeting – how far in advance?
- ✓ Procedure to extend meetings
- ✓ Calling of Special meetings
- ✓ Deadlines to send out minutes, agendas, and other documents
- ✓ Minutes, agendas and other documents sent to substitutes or not?
- ✓ Guidelines or restrictions about the public's participation at meetings
- ✓ How the rules can be amended throughout the year
- ✓ Rules of Order to be used
- ✓ Often has guidelines regarding the Chair's role as the representative of the GB
- ✓ Any other points that would help with the smooth operation of the GB



# Working in tandem with the Principal

- ✦ Work in harmony;
- ✦ Meet and set expectations right from the start;
- ✦ Remember the principal is a resource not an enemy;
- ✦ If there is a problem:
  - ✓ Have a conversation with the Principal;
  - ✓ Secretary General of the ETSB.



# Break

(5 minutes)



Moving ahead. Together. | Aller de l'avant. Ensemble.



# Governing Board Powers and Decisions

(Daniel)



COMMISSION SCOLAIRE  
**Eastern Townships**  
SCHOOL BOARD

# Governing Board Decisions

- ✦ The decisions of the GB are made by a majority vote of the members present and entitled to vote (EA 63);
- ✦ Every decision of the governing board must be made in the best interests of the students.



# Governance and Management

- ✦ Governing is setting goals;
- ✦ GBs govern; they do not manage;
- ✦ Managing is taking action to ensure that these goals are met and ensuring that the decision of the GB are implemented;
- ✦ School administrators manage and serve as resources to help guide you in setting goals;
- ✦ GBs determine what the school-centre should achieve through the educational project;
- ✦ School administrators are the academic and administrative directors of the school; they ensure that the decisions of the GB are implemented.



# Different Types (or Nature) of Powers

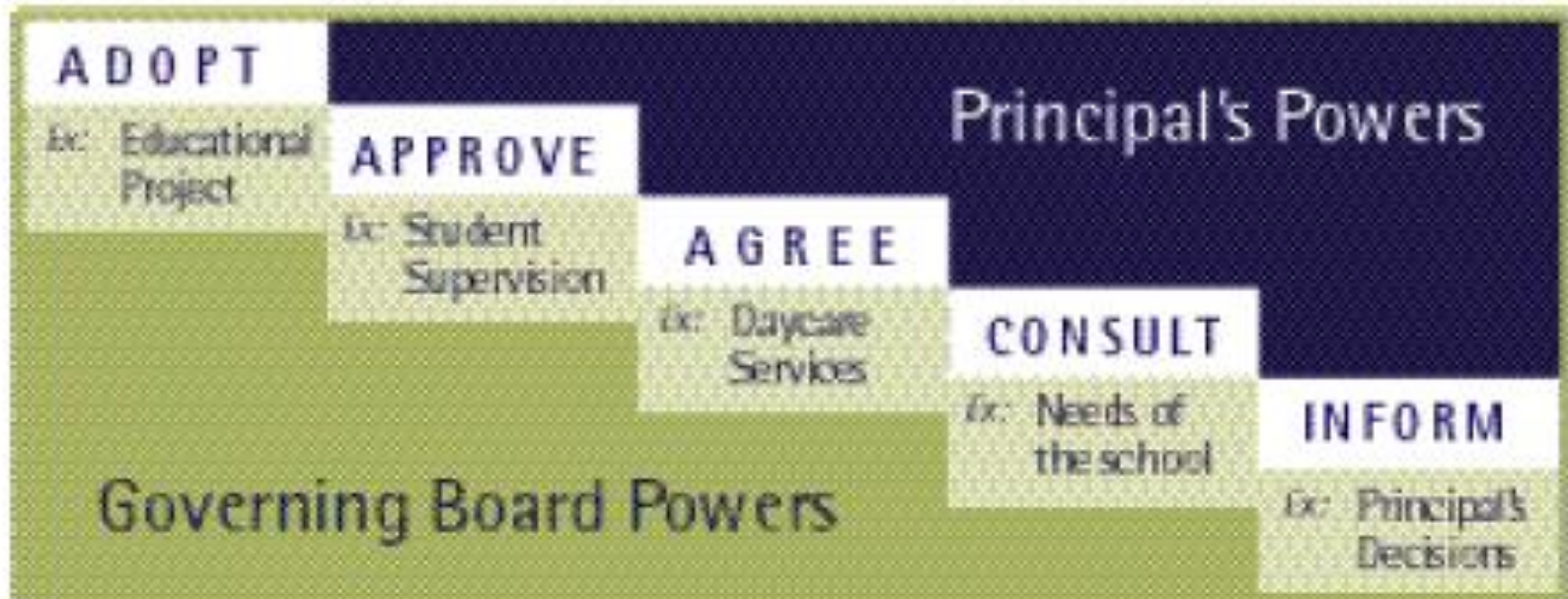
The Education Act defines the role and the mission of schools, as well as the powers of the GB and principals (EA 36 to 96.26).

Generally, the GB will be consulted either for

- adoption,
- approval,
- information or
- consultation.



# Governing Board and School Principal



# Different Types of Powers

Ref. p.25

## ✦ **Adoption**

The GB has the power to change, adapt, add, or remove one or more elements of a proposal submitted by the principal.

The Governing Board Adopts:

- ✓ The Educational Projects (EA 74);
- ✓ The school's annual budget (EA 95, 96.24);
- ✓ The GB annual operating budget (EA 66);
- ✓ Annual activity report.



## Different Types of Powers (cont'd)

Ref. p.25

### ✦ Approval

The GB accepts or rejects the proposal without the possibility of making changes (the power to say yes or no). If rejected, a new proposal should be submitted to the GB for approval before its implementation.

Due to the fact that the proposals to be approved are connected to the responsibilities attributed to the school staff, the nature of this power is more limited (restrictive) than the power of adoption.

Before a proposal of this nature is presented to the GB, the principal has an obligation to develop the proposal with the participation of the staff.





## Different Types of Power (cont'd)

Ref. p.25

### ✦ **Approval**

To approve means, in this case, to give the Board's agreement. If the School Board has reservations, it cannot modify a document immediately; it must be revised and re-submitted to the Governing Board before coming into effect or being implemented.

In other words, the school cannot move ahead with a proposal unless the Governing Board has seen and accepted the proposal.





# The Governing Board approves

Ref. p.25

- ✦ The anti-bullying plan and anti violence plan (EA 75.1);
- ✦ The rules of conduct and safety measures (EA 76);
- ✦ The list of school supplies (EA 77.1);
- ✦ The application of the Basic School Regulation (EA84);
- ✦ Overall approach for enrichment/adaptation and the development of local programs (EA 85);
- ✦ Time allotted to each subject (EA 86);
- ✦ The programming of educational activities (EA 87);
- ✦ The approach for the implementation of student services and special educational services programs (EA 88);
- ✦ Use of the buildings (EA 93);



## Different Nature (or Types) of Power (cont'd)

### ✦ Consultation

The GB provides an opinion on any matter with the possibility of influencing the final decision.

The GB has to be consulted by the school board and the principal on certain issues related to the operation of the school

- ✓ The amendment or revocation of the deed of establishment of the school (EA 79);
- ✓ The selection criteria for the appointment of the principal (EA 79).

The GB may also take the initiative to advise the school board.



## Different Types of Power (cont'd)

### ✦ **Information**

The GB receives information after a decision is made by the principal with no possibility to reconsider the decision.

### ✦ **Other GB Powers**

The GB should agree with the school board on the manner in which some services will be organized.

The GB 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 (EA 81).



# Governing Board Powers

(Eric)

- Pertains only to schools

■ General functions and powers

■ Functions and powers relating to educational services

■ Functions and powers relating to community services

■ Functions and powers relating to physical and financial resources

■ Other functions and powers to be considered



# Governing Board Powers

## General functions and powers

Ref. p.17

Topic (power) and main sections of the EA <sup>10</sup>	Roles of the governing board	Main role of the principal or director of the educational institution and its staff members (collaborators)	Suggested time frame <sup>11</sup>
<b>Educational project</b> ss. 74, 75, 96.13, 109, 109.1 and 110.10	<p><b>Analyzes</b> the situation of the educational institution and fosters the participation of all stakeholders interested in student success</p> <p><b>Adopts</b> the educational project and ensures that it is implemented and evaluated</p> <p><b>Transmits</b> the educational project to the school service centre and publishes it along with its evaluation<sup>12</sup></p>	<p>The principal or director of the educational institution coordinates the analysis of the institution's situation, as well as the development, implementation and periodical evaluation of the educational project.</p> <p>The staff members are involved in all the steps.<sup>13</sup></p>	Spring (approval) + at any time (follow-up and evaluation)
<b>Anti-bullying and anti-violence action plan</b> ss. 75.1, 77, 83.1 and 110.4	<p><b>Adopts</b><sup>14</sup> the new or updated action plan</p> <p><b>Ensures</b> that the document explaining the plan is written in a clear and accessible manner and that it is distributed to the parent and students, as applicable</p> <p><b>Carries out an annual evaluation</b> of the educational institution's situation with regard to the anti-bullying and anti-violence action plan</p> <p><b>Ensures</b> that a report on the evaluation is distributed to the parents, staff members and students, as applicable, and to the Student Ombudsman</p>	<p>The principal or director of the educational institution coordinates the development, revision and updating of the plan, submits it for approval<sup>15</sup> and ensures its implementation.</p> <p>The staff members participate in the development of the plan and work together to ensure its implementation.</p>	Spring (for the next school year) + at any time

<sup>14</sup> In the English school system, the governing board approves the new or updated action plan.

<sup>15</sup> In the English school system, the principal or director of the educational institution submits the plan for approval.

# Governing Board Powers

Ref. p.19

Topic (power) and main sections of the EA	Roles of the governing board	Main role of the principal or director of the educational institution and its staff members (collaborators)	Suggested time frame
<b>Selection criteria for the appointment of the principal or director</b> ss. 79 and 110.1	<b>Must be consulted</b> by the school service centre	The principal or director assists the governing board.	At any time
<b>Annual report</b> containing an account of the governing board's activities ss. 82 and 110.4	<b>Prepares, adopts, and transmits</b> a copy of the report to the school service centre	The principal or director assists the governing board.	End of the school year or September of the next school year
<b>Educational services offered and their quality</b> ss. 83, 96.12, 110.3.1 and 110.9	<b>Inform</b> s the parents and the community <b>annually</b> and <b>reports</b> on the quality of services	The principal or director ensures the quality of educational services offered to the students.	Spring, for providing information on the services offered in the educational institution, and during the fall parents' general assembly
<b>Documents for parents<sup>21</sup></b> ss. 96.13 and 110.10	<b>Prepares</b> the documents to be sent to the parents	The principal or director sends the documents to the parents. <sup>22</sup>	At any time

21 In the English school system, this does not apply.

# Governing Board Powers

## Functions and powers relating to educational services

Topic (power) and main sections of the EA	Roles of the governing board	Main role of the principal or director of the educational institution and its staff members (collaborators)	Suggested time frame
<b>Approach for the Implementation of the <i>Basic school regulation</i></b> ss. 84, 89 and 110.2	<b>Approves</b>	The principal or director proposes the approach, with the participation of the staff members.	At any time
<b>Choice of textbooks and instructional materials</b> required for teaching the programs of study and <b>means of communication</b> for informing parents about the academic progress of their children ss. 77.1, 89.1, 96.15 and 110.12	<b>Must be consulted</b> about the proposals	The principal or director approves the teachers' proposals, after first consulting with the governing board.	In the spring and at the start of the school year
<b>Overall approach</b> for the enrichment or adaptation of the objectives and suggested content of the programs of studies* ss. 85 and 89	<b>Approves</b>	The principal proposes it, with the participation of the teachers.	Winter or spring, before the next school year
<b>Conditions and procedures</b> for integrating, into the educational services provided to the students, the activities or content prescribed by the Minister in the broad areas of learning* ss. 85 and 89	<b>Approves</b>	The principal proposes them, with the participation of the teachers.	Winter or spring, before the next school year
<b>Time allocation for each subject*</b> ss. 86 and 89	<b>Approves</b>	The principal proposes it, with the participation of the teachers.	Winter (ideally February or March)

# Governing Board Powers

## Functions and powers relating to educational services

Topic (power) and main sections of the EA	Roles of the governing board	Main role of the principal or director of the educational institution and its staff members (collaborators)	Suggested time frame
<b>Educational activities</b> that entail changes in students' regular time of arrival and departure or that require the students to leave school premises* ss. 87 and 89	<b>Approves</b>	The principal proposes them, with the participation of the staff members.	At any time
<b>Student services and special education services programs</b> (or popular education programs) ss. 88, 89 and 110.2	<b>Approves</b> their implementation	The principal or director proposes them, with the participation of the staff members.	Spring, before the next school year
<b>Consultation with parents*</b> s. 89.1	The parents on the governing board <b>can consult</b> the students' parents	The principal assists the governing board.	At any time
<b>Consultation with students<sup>23</sup></b> ss. 89.2 and 110.4	<b>Must consult</b> the students or a group of students <b>at least once a year</b> on topics related to the operations of the educational institution	The principal assists the governing board.	At any time

<sup>23</sup> In the English school system, this does not apply.



# Governing Board Powers

## Functions and powers relating to community services

Topic (power) and main sections of the EA	Roles of the governing board	Main role of the principal or director of the educational institution and its staff members (collaborators)	Suggested time frame
<b>Community services</b> (educational services other than those prescribed by the <i>Basic school regulation</i> and social, cultural or sports services) ss. 90 and 110.3	<b>Can organize these services</b> and can also allow other individuals or organizations to organize them	The principal assists the governing board.	At any time
<b>Conclusion of contracts</b> for the provision of goods or community services with a person or organization ss. 90, 91 and 110.3	<b>Can enter into a contract</b> and <b>require</b> a financial contribution from users of the goods or services offered	The principal assists the governing board.	At any time

# Governing Board Powers

## Functions and powers relating to physical and financial resources

Topic (power) and main sections of the EA	Roles of the governing board	Main role of the principal or director of the educational institution and its staff members (collaborators)	Suggested time frame
<b>Use of premises or immovables</b> placed at the disposal of the educational institution ss. 93 and 110.4	<b>Approves</b> their use <b>Approves</b> the organisation by the school service centre, on the educational institution's premises, of the cultural, social, sports, science or community services provided by the institution	The principal or director proposes how they are to be used and keeps the school service centre in the loop.	At any time
<b>Special funds</b> (to support the educational institution's activities) ss. 94 and 110.4	<b>Can solicit and receive</b> funds <b>Supervises</b> the management of the funds (e.g. adopts by resolution authorizations for the disbursement of the funds) and <b>can ask to examine</b> the records of the funds	The principal or director assists the governing board.	At any time
<b>Annual budget of the educational institution</b> ss. 95, 96.24, 110.4 and 110.13	<b>Adopts</b> the budget and <b>submits</b> it to the school service centre for approval <b>Receives</b> an accountability report from the principal or director	The principal or director prepares the budget, submits it for approval, oversees its administration and reports on it to the governing board.	June or early fall (adoption) + at any time

# Governing Board Powers

## Other functions and powers to be considered

Topic (power) and main sections of the EA	Roles of the governing board	Main role of the principal or director of the educational institution and its staff members (collaborators)	Suggested time frame
<b>Various needs of educational institutions with respect to goods or services</b> and to needs related to its premises and immovables ss. 96.22 and 110.13	<b>Must be consulted</b>	The principal or director consults the governing board.	At any time
<b>Consultations</b> (e.g. policies and regulations) ss. 217	<b>Must be consulted</b> by the school service centre	The principal or director assists the governing board and ensures that the school service centre is kept in the loop.	At any time
<b>Student enrollment criteria*</b> ss. 239	<b>Must receive</b> a copy (at least 15 days before the start of the enrollment period)	The principal ensures that the school service centre is kept in the loop.	Winter (during registration for the next school year)
<b>Means for the supervision of students</b> who remain at the school during lunchtime* ss. 75.0.1 and 292	<b>Agrees</b> on means with the school service centre	The principal assists the governing board.	In the spring, before the next school year
<b>Childcare services*</b> ss. 256	<b>Can request for them to be organized and must reach an agreement</b> with the school service centre regarding organizational procedures <b>Forms</b> a parents' childcare committee at the request of the parents	The principal assists the governing board.	At any time

# Governing Board Meeting's Agenda

(Daniel)

- ✦ Agendas create an order, and once adopted, belong to the assembly;
- ✦ Agendas must be balanced (variety of items);
- ✦ Agendas should be methodological, moving from general to specific issues;
- ✦ It helps when agendas give an indication of the action needed (information, decision and deliberation);
- ✦ Time for the public input?
- ✦ Time for points of information:
  - ✓ Central Parents' Committee;
  - ✓ Community representatives;
  - ✓ SEAC;
  - ✓ Commissioner(s).



# Calendar for discussion of topics during the school year



# Calendar for discussion of topics during the school year

Ref. p.22

Main sections of the Education Act	Main topics covered
<b>AUGUST AND SEPTEMBER</b>	
s. 47	Preparation of the annual parents' general assembly and transmission of the invitation, election of representatives, their substitutes and the representative of the parents' committee (as well as a substitute member for the parents' committee, should the assembly so decide)
ss. 48 to 51.1 and 102	Election of staff members and students
ss. 83 and 110.3.1	Information for parents and the community about the services offered by the institution and their quality, particularly regarding: <ul style="list-style-type: none"> <li>the educational and community services offered</li> <li>the content of the educational project and its evaluation</li> <li>the evaluation of the results achieved with respect to preventing and dealing with bullying and violence</li> </ul>
ss. 75 and 109.1 ss. 83.1 and 110.4	
s. 96	Formation of an organization to facilitate parents' participation, should the assembly so decide
ss. 42 and 102	Full formation of the governing board, in accordance with the rules governing its composition set out in the <i>Education Act</i>
s. 256	Formation of a parents' committee for the daycare service, at the request of parents
ss. 53 and 459.5	<b>Compulsory training for governing board members<sup>25</sup></b> <i>It is suggested that all governing board members, including the principal or director, plan and attend the training sessions together around the time that the board holds its first meetings.</i>

<sup>25</sup> In the English school system, this does not apply.

# Calendar for discussion of topics during the school year

Ref. p.23

Main sections of the Education Act	Main topics covered
<b>SEPTEMBER AND OCTOBER</b>	
ss. 53 and 70	First meeting of the governing board, compulsory training <sup>26</sup> and disclosure of interest by all members
ss. 56 and 107	Election of the chair and vice-chair <sup>27</sup>
s. 42	Appointment of representatives of the community
ss. 67 and 108	Establishment of the internal management rules and the board's meeting schedule, as well as transmission of this schedule to the parents and staff members
ss. 66 and 108	Adoption of the board's annual operating budget
ss. 74 and 109	Presentation and follow-up of the educational project
s. 87	Approval of the programming of educational activities that entail changes to the students' regular arrival and departure times, or that require the students to leave school premises
ss. 95, 96.24, 110.4 and 110.13	Adoption or follow-up of the institution's annual budget (e.g. revised budget, specific allocations, decentralized measures)

<sup>26</sup> In the English school system, this does not apply.

<sup>27</sup> In the English school system, if the board chair is absent or cannot attend, the board designates someone from among its eligible members

# Calendar for discussion of topics during the school year

Ref. p.23

Main sections of the Education Act	Main topics covered
<b>NOVEMBER AND DECEMBER</b>	
ss. 37 and 97.1	Follow-up of the educational project or update, if necessary
ss. 76 and 110.2	Approval of the rules of conduct and the safety measures (or the operating rules, in the case of centres) <i>For example, the board could approve these rules and measures so that they come into effect in November of the current school year and remain in effect until November of the following year. A board could also approve these rules and measures in the spring to ensure that they are in effect for the following school year (e.g. code of conduct on the agenda given to the students at the start of the school year).</i>
ss. 84, 89 and 110.2	Approval of the approach for implementing the <i>Basic school regulation</i> – at any time
s. 85	Approval of the overall approach for the enrichment of the suggested content and the development of local programs of studies, and of the conditions and procedures for integrating the activities and content prescribed by the Minister
ss. 89.2 and 110.4	Planning of the compulsory consultation with the students <sup>28</sup>
ss. 94 and 110.4	Decisions bearing on funding activities – designated funds
ss. 96.24 and 110.13	Follow-up of the institution's annual budget
<b>JANUARY, FEBRUARY AND MARCH</b>	
s. 77.2	Adoption of the operating rules for the childcare services (for the following year) <sup>29</sup>
ss. 86 and 89	Approval of the time allocation for compulsory and elective subjects (for the following year)
ss. 88 and 110.2	Approval of the implementation of services (or popular education in the case of centres)
ss. 89.2 and 110.4	Consultation with the students on a matter relating to the operations of the institution (e.g. extracurricular activities, social climate) <sup>30</sup>
ss. 96.22 and 110.13	Consultation by the principal or director on the institution's requirements with regard to goods and services – current year or in preparation for the following year

<sup>28</sup> In the English school system, this does not apply. However, the board may consult with students on matters relating to the educational project.

<sup>29</sup> With regard to the English school system, the *Education Act* does not attribute this power to the board. However, the board must nonetheless approve the institution's operating rules in accordance with the provisions set out in section 256 of the *Education Act*.

<sup>30</sup> In the English school system, this does not apply.



# Calendar for discussion of topics during the school year

Ref. p.24

Main sections of the Education Act	Main topics covered
<b>MARCH, APRIL AND MAY</b>	
ss. 3 para.4, 7 para. 3, 75.0.1 para. 1 and 2, and 292 para. 3	Approval of financial contributions required for material, school activities, services provided within the scope of a special school project, and lunchtime supervision (for the following year)
s. 77.1	Establishment of the principles for determining the cost of the documents and approval of the list of material for personal use (for the following year)
ss. 79 and 110.1	Consultation by the school service centre on the selection criteria for the appointment of the principal or director
s. 96.15	Consultation on textbooks and instructional material for the following year
ss. 75.1 and 110.4	Adoption or updating of the anti-bullying and anti-violence plan for the following year and distribution of a document to the parents and, if appropriate, to the students <sup>31</sup>
ss. 74, 75, 109 and 109.1	Analysis of the situation prevailing at the institution, adoption of the educational project, its transmission to the school service centre, transmission and publication of the document (and its evaluation) to parents and staff
<b>MAY AND JUNE</b>	
s. 87	Approval of the educational activities for the following year (e.g. field trips, trips abroad) (may be done at any time throughout the year)
ss. 95 and 110.4	Adoption of the institution's proposed annual budget in preparation for the following year
ss. 74, 75, 109 and 109.1	Evaluation of the educational project and transmission of the evaluation to parents and staff members
ss. 83.1 and 110.4	Evaluation of the results achieved by the institution with respect to preventing and dealing with bullying and violence for the current year, and distribution of the document reporting on the evaluation to parents, staff members, students (if applicable) and the Student Ombudsman
ss. 66 and 108	Report to the school service centre on the governing board's annual operations budget
ss. 82 and 110.4	Preparation and adoption of the governing board's annual report, and transmission of a copy to the school service centre

<sup>31</sup> In the English school system, the governing board approves the new or updated plan.

# Calendar for discussion of topics during the school year

Ref. p.24

Main sections of the Education Act	Main topics covered
THROUGHOUT THE SCHOOL YEAR, OR AS NEEDED	
ss. 78, 78.1, 110 and 110.0.1	Provision of advice to the school service centre or the institution's principal or director (power of initiative) <sup>32</sup>
s. 87	Approval of activities that entail changes in the students' regular time of arrival and departure or that require the students to leave school premises
s. 89.1	Consultation with the students' parents
ss. 96.13 and 110.10	Transmission of documents intended for parents <sup>33</sup>
ss. 90 and 110.3	Organization of community services (e.g. extracurricular activities)
ss. 93 and 110.4	Approval of the use of the premises and immovables placed at the disposal of the institution
s. 96.15	Information on the proposals approved by the principal or director
ss. 96.24 and 110.13	Follow-up of the institution's annual budget
s. 217	Consultations by the school service centre (e.g. policies, regulations)

<sup>32</sup> In the English school system, the governing board's power is limited to giving advice to the school board.

<sup>33</sup> In the English school system, this does not apply.

# Minutes of the meetings

- ✦ Designating a Governing Board meeting secretary;
- ✦ Minutes:
  - ✓ Concise;
  - ✓ Not a word to word;
  - ✓ Must be sent to all GB members at least 6 hours before the meeting for approval (EA 69);
  - ✓ Names of all participants (quorum) must appear in the minutes;
  - ✓ Must be signed by the chair and the principal;
  - ✓ Minutes must be kept in a register at the school;
  - ✓ Register is public;
  - ✓ Fees can be charged for having an extract.
- ✦ Approved minutes have to be sent to the School Board (electronic copy).



## Subjects Outside the Mandate of the Governing Board (not exhaustive)

- ✦ Personnel management (hiring, assignment of workload, choice of substitution teachers, discussion about members of staff);
- ✦ The situation of a particular student;
- ✦ Teaching methods: choice of approaches, activities and types of homework to achieve the objectives of the programs;
- ✦ Class size and organization;
- ✦ School Calendar;
- ✦ Professional improvement of the staff.



# Parents Participation Organization (PPO)

(Eric)

- ✦ The P.P.O. is the only recognized forum for parents and is to promote the participation of parents in school life;
- ✦ The goals of the P.P.O. are to promote parent participation in the academic success of students, collaboration in developing, implementing and evaluating the school's educational project and to advise the parents' representatives on the Governing Board (EA 96.2 96.3);
- ✦ The parents meeting determines annually if there will be a P.P.O., determines its name, operating rules and elects its members. (EA 96);
- ✦ They also organize and find funds for special activities but only with the approval of the Governing Board.



## Fundraising (EA 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.



## Legal protection (EA 72 & 73)

The school board will assume the defence for any member of the governing board who is prosecuted by a third person for an act done in good faith in the exercise of governing board function.



# Conclusion

(Eric)

- ✦ Providing guidance and positive influence is the GB's principal function.
- ✦ Teamwork and communication are the keys to a successful operation of the GB.





## Interesting Links

- ✦ Eastern Townships School Board: [www.etsb.qc.ca](http://www.etsb.qc.ca) - 819-868-3100
- ✦ Regroupement des comités de parents autonomes du Québec: [www.rcpaq.org](http://www.rcpaq.org)
- ✦ Ministère de l'Éducation du Québec: <https://www.quebec.ca/education/prescolaire-primaire-et-secondaire/gouvernance-scolaire/conseil-etablissement>
- ✦ Education Act (EA):  
[http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/I13\\_3/I13\\_3\\_A.html](http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/I13_3/I13_3_A.html)
- ✦ Basic school regulation for preschool, elementary and secondary education:  
<http://legisquebec.gouv.qc.ca/en/ShowDoc/cr/l-13.3,%20r.%208>
- ✦ Basic adult general adult regulation: <http://www.legisquebec.gouv.qc.ca/en/ShowDoc/cr/l-13.3,%20r.%209>
- ✦ Basic vocational training regulation: <http://www.legisquebec.gouv.qc.ca/en/ShowDoc/cr/l-13.3,%20r.%2010>



[Quebec.ca/newschoolgovernance](https://Quebec.ca/newschoolgovernance)



# The end

Thank you!



COMMISSION SCOLAIRE  
**Eastern Townships**  
SCHOOL BOARD

**MOVING  
AHEAD  
TOGETHER**

**ALLEZ  
DE L'AVANT  
ENSEMBLE**



COMMISSION SCOLAIRE  
**Eastern Townships**  
SCHOOL BOARD

